

# HANDWRITING AID FOR ELEMENTARY TEACHERS

- REFERENCE SOURCE
- WHAT TO KNOW
- WHERE TO FIND IT

BY FRANK N. FREEMAN, Ph.D. and THE ZANER-BLOSER CO., COLUMBUS 8, OHIO

GENERAL & SPECIFIC GUIDE GR. 4-8



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# CURSIVE TEACHERS' MANUAL



By

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## THE PHILOSOPHY UNDERLYING THE CORRELATED HANDWRITING SERIES

Accepting the challenge of contributing to the growth of the child—

We Believe -

1. The subject matter of this series has been selected with the purpose of fitting in to the general program of the curriculum and thus contributing to the child's general development as well as to the acquisition of a particular skill.

2. The series has been designed to conform to the principle of curriculum development that activities in the school should be closely related to the child's background in the home and the community.

3. The content of the books is related to social studies aim of building up an acquaintance with the simpler aspects of the growth of the civilized life of mankind, particularly that of America.

4. As much stress is put on the necessity for adequate practice and on the methods of providing well organized practice and drill as upon suitable content.

5. Ample directions are given for the cultivation of good habits of posture, penholding, and movement.

6. Full provision is made for the development of the recognition of good form and quality by means of visualizing, analyzing the faults of the writing and comparing ones own writing with a typical specimen for the grade.

7. Frequent suggestions are made for adapting the procedure and requirements to individual differences.

8. Self-direction and self-appraisal are encouraged.

9. While this series lays out a program to be followed and sets up standards, they also conform to the principle that the child learns effectively only when his interest is awakened and when he enters enthusiastically into learning activities because they have meaning for him.

FRANK N. FREEMAN, Ph.D.

### Organization and Plan of This Manual

### This Cursive Teachers' Manual for the CORRELATED HANDWRITING SERIES

applies mainly to the teachers of grades 4, 5, 6, 7, and 8. It is especially adapted to these elementary grades.

Following the general information on teaching procedures each grade has definite suggestions and instructions to give a comprehensive understanding of the aims and purposes of each grade, 4 through 8.



## HOW TO FIND HELP IN THIS MANUAL

For general information and help, study the front part of this manual as shown under the title of General Information On Teaching Procedures, as it applies to the elementary grades.

Study your index for grade references and for particular points on which you need information.

## TEACHERS' MANUAL OF REFERENCE

### Introduction

Perhaps in no era in education has greater emphasis been placed on the child than the one through which we are now passing. The recent turmoil of the world has left its mark on the child of this generation, be it America or one of our neighbors across the seas.

Those responsible for the training of American youth today accept the sacred privilege of guiding them in the early steps of learning which will set the pattern for loyal citizenship in this land of liberty — America.

**A**MERICA has long been a land of opportunity. Were this not true, it would not now shelter all the nationalities of the world. The lines from "Ballad for Americans" gives us a glimpse of our responsibilities as trainers of American youth:

"Our country's strong; our country's young;  
And the greatest songs are still unsung.  
From the range and mountain we have sprung,  
To keep the faith of those who went before."

It is our belief that every child should have a share in America. To hold a stake, he should know its opportunities, its people, its government, its industries, its religions, and all that contributes to the good life of a great and glorious nation. This thought has been kept uppermost in mind as this series of books passed through its various stages of development.

### The Purpose

The "Teachers' Manual of Reference" has been designed with certain specific thoughts in mind —

1. To supply a wide range of important information or facts needed by every teacher of handwriting.
2. To present these facts in a variety of settings to aid in their retention as well as serve as a means of motivation.
3. To use these facts purposefully — in ways which they best serve the child as they affect his attitudes and behavior.
4. To give such basic information that the child will emerge with a background for intelligent thinking as he proceeds with his practice.

**I**T is the sincere wish of the author that through this "Manual of Reference," together with the Series of Books for the children which present rich and interesting material, America will become more writing conscious. With more emphasis placed on the teaching of handwriting in the schools of our country, better writers will naturally emerge. This in turn will be one more step toward preparing the child to cope more intelligently with the demands the future holds in building a bigger, better, and safer America.



**T**EACHERS will secure the best results if they know the following about handwriting and its teaching:

1. A realization that handwriting is basically a skill and cannot be learned incidently.
2. An understanding of the underlying principles which govern legibility.
3. A consciousness of what clear, legible letters, and figures mean to business as they concern time, money, and eyesight.
4. Ability to print legibly and neatly when the occasion demands it.
5. A realization that movement in writing promotes speed, grace, and beauty.
6. Ability to diagnose weaknesses and supply a remedy.
7. An understanding of the standard established for the grade.
8. A realization that the grade standard can be attained by the left-handed writer as well as that of the right.
9. A knowledge of ways and means of estimating growth.
10. Ability to participate in writing activities by suggesting meaningful and informative material for practice, and assisting with its organization.
11. An appreciation of the relationship between body adjustment and an efficient writing production.
12. An understanding of and ability to use the vocabulary that applies to the art of writing.

13. A realization of the value of responsibility, persistency, cooperation, respect for leadership, economy in the use of materials, and a sense of courtesy.
14. An appreciation of the new uses for handwriting in the field of advertising and for journalistic use.
15. An appreciation of the valuable contribution handwriting has made to mankind and also of the work of the master penman.

### THE TEACHER'S PART

The results a teacher secures never rises above her quality of teaching. She must thoroughly believe in what she is teaching as she plays a vital part in the program of learning and its outcomes.

**H**ER understanding of the child coupled with a knowledge of the techniques used in the teaching of handwriting, as well as the ability to demonstrate in a clear legible style, should equip her sufficiently to carry on a constructive handwriting program.

**The progressive teacher will want to:**

1. be open minded to new ideas in methods,
2. cooperate with other teachers,
3. discuss teaching problems with other teachers as they relate to handwriting,
4. exchange or share information with others,
5. have freedom to develop new methods of procedure,



6. use the child's experiences in planning her teaching program,
7. be alert to opportunities of more functional teaching,
8. recognize that growth or progress is as essential as meeting a prescribed standard of attainment,
9. respect the efforts and abilities of each child, and
10. employ visual processes in her teaching.

**The well trained teacher will know:**

1. the abilities of her class and will adjust her program accordingly,
2. how to simplify her teaching of handwriting to give her class a foundation in letter structure,
3. how much emphasis to place on position and movement factors,
4. that taking specimens of the child's writing at the beginning of the year as well as the middle and the end will furnish a drive for further practice,
5. that enlisting the aid of the child when analyzing his writing will further his interest,
6. how to develop a series of practice lessons based on an activity,
7. the steps involved in planning a well balanced lesson,
8. the points for emphasis when presenting each letter,
9. the special factor to emphasize for each direct unit, letters, combinations, words, sentences, and paragraphs,
10. that employing visual processes in her teaching will set the mental picture more firmly in the mind of the child as he sets out to direct his own practice,

11. that frequent comparisons with former attempts will acquaint the child with his steps of progress, and
12. that much joy and satisfaction is derived by both teacher and child when progress is seen through their cooperate efforts.

## RESPONSIBILITY AND SELF-DIRECTION

In any field of learning we find children of elementary school age more capable of assuming responsibility for their growth—handwriting is no exception. As children go through these various stages of maturation they assume new obligations and find pleasure in doing the things they find worthwhile.

Under the guidance of an understanding teacher, who will chart the way for them by injecting in the children the feeling that what they do is a part of them and for their own well being, they will settle down to conscientious application of the task assigned. They will soon learn to do constructive practice on their own initiative as well as evaluate the results of their efforts.

If the goals of attainment are set sufficiently high, children will show a greater drive to attain them. In so doing, they develop traits of behavior such as perseverance, concentration, self-control, industry, honesty, open mindedness, cooperation, and reliability. All these attitudes tend to contribute to the good life of every American boy and girl.



**W**E see these traits develop as they engage in group activities where they learn to share responsibilities with each other as well as with their teachers. By sharing, children sense the thrill of giving service and are more appreciative of receiving it.

With this understanding of child development as a background, the teacher can apply it in her teaching of handwriting. She will want to equip the child with sufficient basic knowledge of handwriting that he will make use of it as he proceeds to direct his own practice. Even though handwriting is a manual art in part, the mental processes must guide the hand in the development of this skill.

## THE VALUE OF REPETITIVE PRACTICE

To develop skill in any performance requires many over and over attempts. Repetitive attempts in handwriting may be entirely wasteful in time, in material, and in energy unless they are coupled with three important factors.

First, the child must be conscious of his weaknesses. He must know how near or how far he is from the required standard for his grade or the style of writing he wishes to imitate. Having this knowledge and directing his practice in this channel, he is able to eliminate many of his weaknesses with direct practice.

Second, he must have the right attitude toward practice. The lesson must be so motivated as to arouse interest in the performance, and create in the child a desire to improve. This is where the teacher plays a constructive part in the pattern of learning.

The third factor to consider is the type of subject matter the child will use for practice purposes. It is a well recognized fact that the child will have greater interest in writing if he has a need for what he is to write. The result of his practice will be constructive in nature and growth will be clearly evidenced.

At all times there should be a just balance between meaning and practice. If one is played up to the expense of the other, the interest of the child is likely to deaden and results will not be so effective.

**W**HEN practice is correlated with meaningful subject matter as in the Language Arts Program, and as is presented in this text there is a close union of these two types of instruction which results in a further incentive to continue practice and reach a higher degree of efficiency.

The main purpose in teaching handwriting is to produce a habit which will result in an effective means of expression of thought. Therefore, if constructive practice is coupled with the desire to do as well as the desire to eliminate errors and based on meaningful subject matter, there can be no criticism of the methods employed by the teacher and the results secured will compensate for both time and effort expended.



o method has ever been found of attaining skill without practice and it is not likely that such a method will ever be found."



## MOTIVATION AND VARIATION

There was an age of formal teaching. Handwriting, as then taught, had to be spurred on by some artificial means to stimulate interest. Direct drill was given on some exercise devoid of meaning or reason which necessitated this additional flavor injected into the lesson.



NEWER education does not require such means of stimulation. It is meaning in itself; it is a cooperative activity involving both teacher and child; it deals with direct interests of the child; it gives the child first position in prominence; it places on him the responsibility for his growth; it calls for the use of visual devices which train the eye and makes for better understanding.

These are only a few of the ear marks of newer education. To list a few specific ways or means by which the teaching of handwriting can be made interesting and meaningful we would include:

1. An enthusiastic teacher.
2. Discussing the many needs for writing.
3. The different styles of writing used.
4. The origin of writing traced back to the Cave Man.
5. Using meaningful subject matter.
6. Assigning children tasks in connection with directing the lesson.

7. Making frequent comparisons with former specimens.
8. Engaging in a group activity to rate specimens.
9. Giving special assignments to those who show marked progress.
10. Placing a premium on good blackboard writing.
11. Keep a Progress Book.
12. Letting pupils demonstrate for other children.
13. Exhibiting results in attractive ways.
14. Giving frequent tests on letter structure.

## VISUALIZATION AND RECALL

Points to Observe in the Visualization of Letters.

1. What is new or strange in the letter?
2. What other letters does it call to mind?
3. Does this letter recall something you have been taught about other letters?
4. What other letters have similar beginnings?
5. If you are dealing with a combination of letters, what kind of connective stroke is added to connect the letters?
6. Remember that studying a letter means more than merely looking at it.



## THE TECHNIQUE OF BLACKBOARD WRITING

Children imitate readily. It is therefore important that the classroom teacher develop a blackboard performance worthy of imitation by pupils. Besides demonstrating a healthful position while writing, the teacher should develop the ability to write well in any practical position in order that pupils may see what is written and how it is written.

There are certain rules which govern correct blackboard position. These rules should be carefully observed by the teacher and used as standards to guide the performance of pupils:

### Rules:

- A. Acquire the ability to write well in the position which children are to imitate at the blackboard.
  1. Stand tall with head comfortably erect and shoulders level.
  2. Balance the body by standing with feet apart, distributing the weight of the body equally on both feet.
  3. Stand at nearly arm's length from the board, the eyes at a distance approximately fifteen to eighteen inches.
  4. Face the blackboard squarely and write at the level of the eyes.
  5. Hold writing arm at the correct angle. See that the elbow is down and away from the body, and as writing progresses along the line, allow the hand to lead the elbow.
  6. Step along while writing in order to visualize correctly, to maintain uniformity of slant, and to prevent cramping of either body or writing.
- B. Demonstrate in a number of positions to show children what and how to write.
  1. See that blackboard demonstrations are done in front and near the center of the room, permitting the majority of pupils to see the writing plainly and nearly as possible at a right angle.
  2. Avoid placing the copy on the side blackboards near the corner or end, causing distortion of shape, slant, and proportion.



3. At times write the copy above your head if the board is high enough in order that all pupils may see the act of writing.
4. Keep a natural writing position, starting at the shoulder rather than directly in front, to enable the children on the right-hand side of the room to see the act of writing. (Where necessary to do the writing to the right of the body in order that the pupils may see it done, it is then necessary to step carefully to the right from time to time, sometimes lifting the chalk to do so and sometimes moving while writing.)

C. Acquire the habit of balancing the body while writing in various positions.

1. Lean leftward with the weight on the left foot in starting to write and gradually lean toward the right shifting the weight to the right foot as writing progresses. (This permits writing for a distance of two or three feet without shifting the feet.)
2. Bend or stoop when writing low on the blackboard.
3. Strive to maintain a flexible, healthful position.

D. Use Blackboard Writing Tools Effectively.

1. Write with half length pieces of chalk and discard when worn to less than one-half inch.
2. Hold the chalk between the thumb and first and second fingers, pointing the chalk toward the center of the palm.
3. Keep the end of the chalk blunt and rounded by turning it frequently.
4. Maintain a uniform quality of line clearly visible at a distance.
5. Keep the eraser in the left hand which should hang easily at the side of the body. (Reverse for left handed writer.)
6. Erase with up and down movement. Follow with long horizontal strokes if necessary. Maintain an easy balance.



## POSITION AT THE BLACKBOARD



*Demonstrating Good Board Writing*

Satisfactory results are best attained when the child stands comfortably in front of his work and away from the board, holds one hand naturally at his side, and allows the writing hand to lead the elbow.



## POSITION IN RIGHT-HAND WRITING AT THE BLACKBOARD



Use chalk that is not too long. Let the chalk point to the inside of your hand.

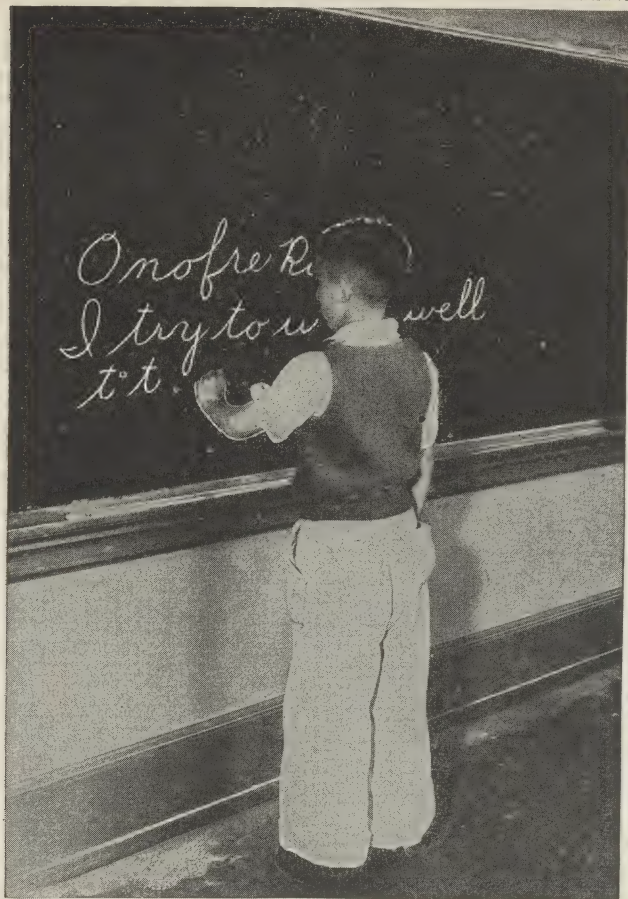
Hold the chalk between the thumb and first and second fingers.

General Information On Teaching Procedures





## POSITION IN LEFT-HAND WRITING AT THE BLACKBOARD

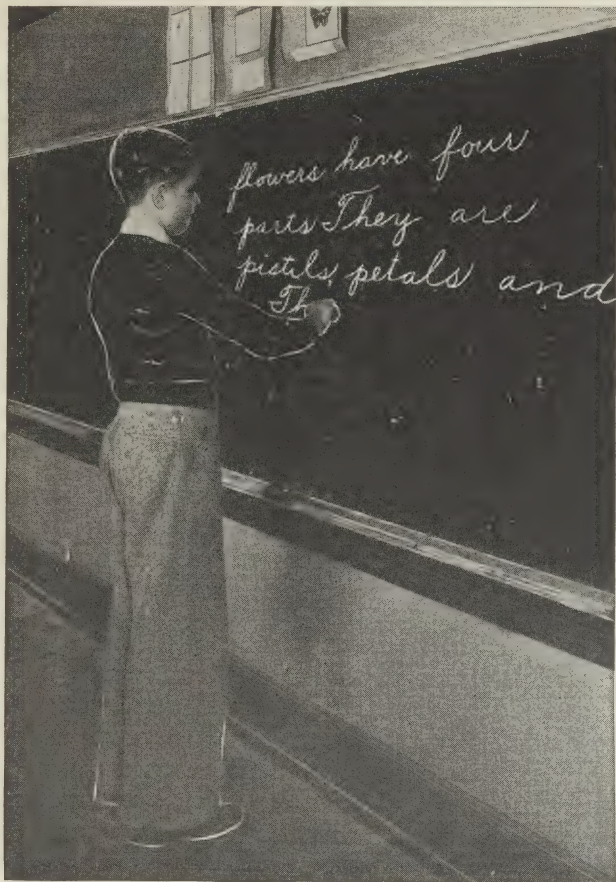


*Healthful Posture for the Left-handed Writer*

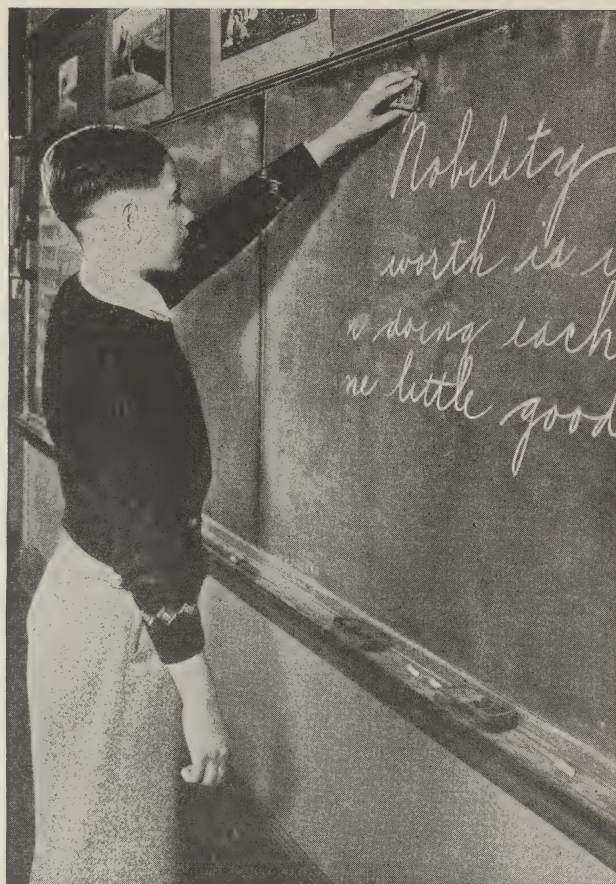
The problem of the left-handed child is not radically different from that of the right-handed child. Acceptable writing may be obtained by the left-handed child if the directions given to a right-handed pupil are applied to the left hand.



### POSITION AT THE BLACKBOARD



### POSITION FOR ERASING AT THE BLACKBOARD



#### *Ease Accompanies Good Blackboard Writing Habits*

The technique of writing effectively on the blackboard and the direction for erasing such writing should be mastered easily.



In order to maintain correct principles for blackboard writing children may check themselves or partners by asking the following simple questions:

### Self-Checking Chart on Blackboard Position:

1. Do I stand erect?
2. Do I keep my shoulders level?
3. Do I stand nearly an arm's length from the board?
4. Do I hold the eraser properly?
5. Do I balance my body while writing?
6. Do I step along while writing?
7. Do I write at the level of my eyes?
8. Do I hold my arm at the right distance and at the proper angle?
9. Does my hand lead my elbow along the line of writing?
10. Do I erase correctly?

*mmmmmmmm n mmmmmmm m*  
*eeeeeeeeeeee e llllllll l*  
*oooooooooooo o rrrrrrrr r*  
*ssssssssssss s vvvvvvvv v*  
*wwwwwwww w aaaaaaaa a*

Have your class write these connected letters, then do some self-checking.



## PROCEDURE FOR SEAT WRITING

There are three general rules governing position for seat writing, namely:

1. Maintain correct body posture,
2. Maintain correct position of hand and pen or pencil,
3. Maintain correct position of paper on desk.

**I. Teachers and pupils are directed to examine illustrations of children seated and writing at tables or desk. Keep Rule One in mind and note carefully that the child:**

1. Sits tall,
2. Sits well back in his seat and allows the back of his hips to touch the back of the seat and inclines his body slightly forward bending from the hips,
3. Rests his feet on the floor,
4. Faces the desk squarely,
5. Keeps both shoulders at the same level,
6. Rests both forearms easily on the desk and at an equal distance from the body,
7. Keeps the head comfortably erect.

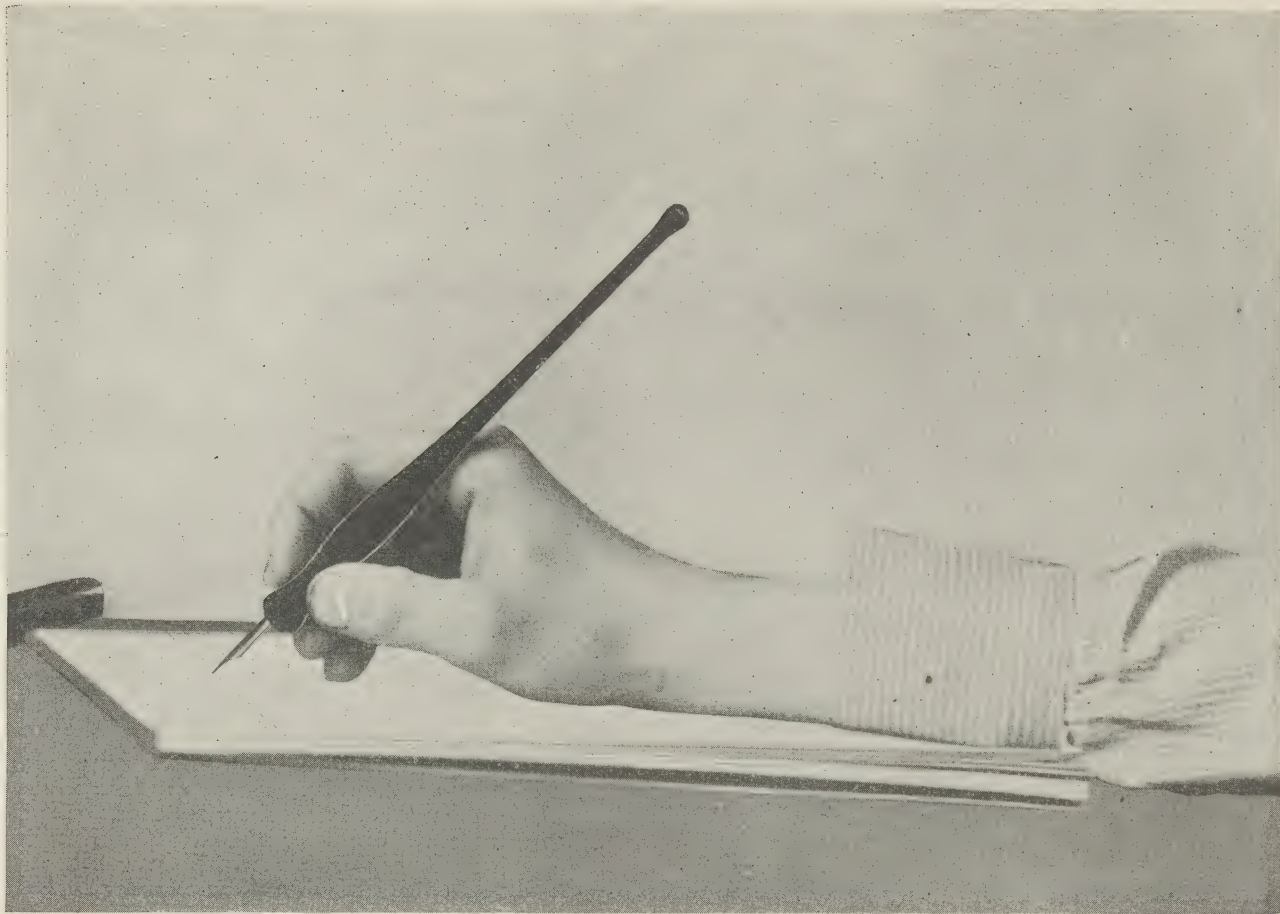
### **II. Correct position of hand and pen or pencil:**

In developing the second rule governing procedure for seat writing, examine first the illustration to see that:

1. The hand is rounded easily as though holding a ball,
2. The hand of the writer is supported on the finger tips of the third and fourth fingers,



## CORRECT HAND AND PEN POSITION

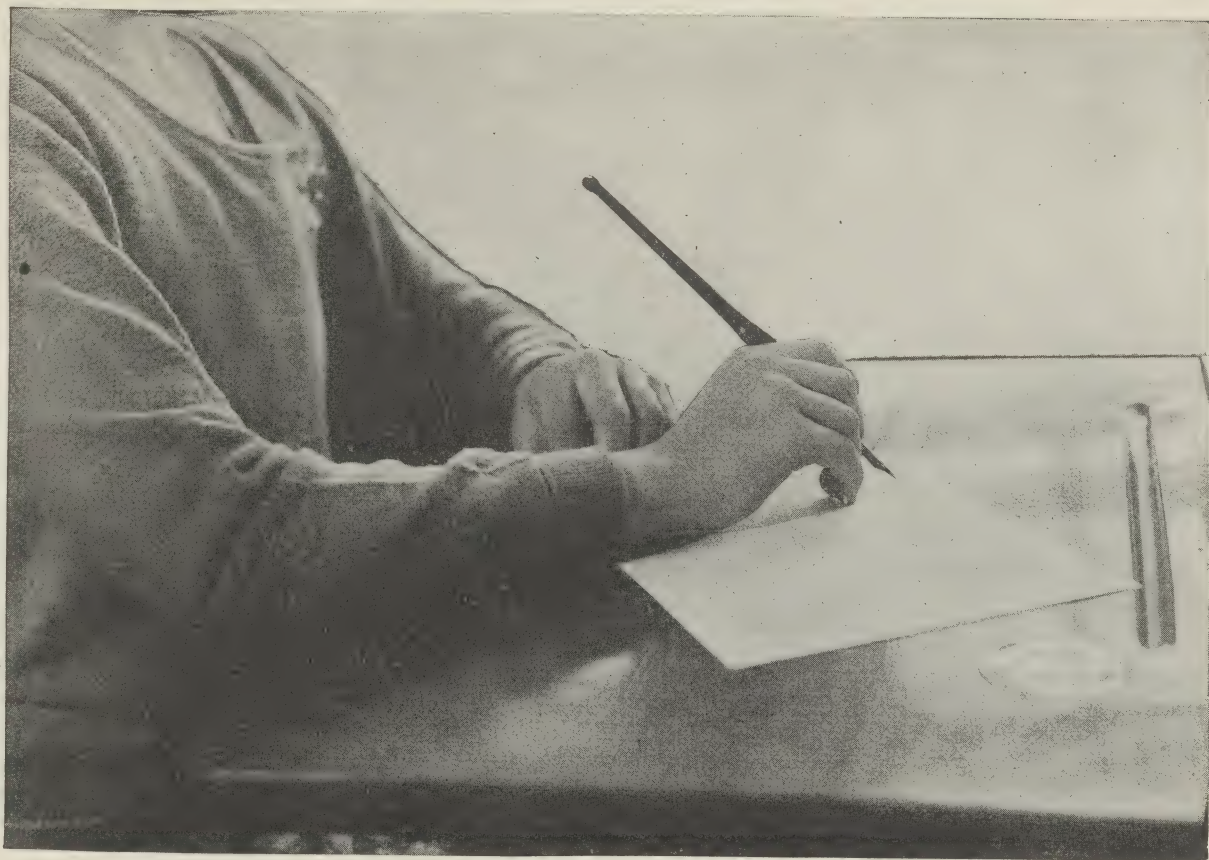


Note that the penholder is shaped to fit the thumb and the first two fingers.



## CORRECT HAND AND PEN POSITION

(Photographed from right side of child)

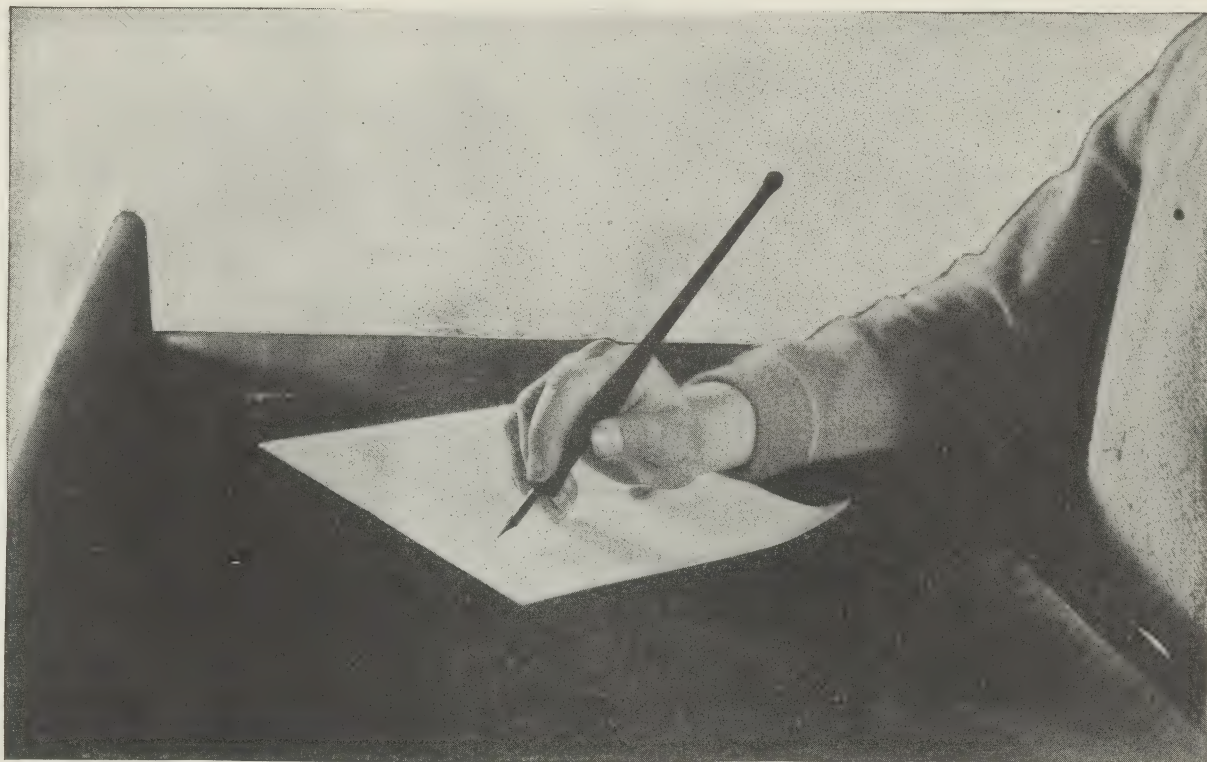


The hand is cupped as though holding a ball. The wrist is kept free from the desk to allow hand to glide easily forward and backward on the tips of the third and fourth fingers.



## CORRECT HAND AND PEN POSITION

(Photograph from left side of child)



The child subject removed his left hand from the range of the camera in order that the pen position could be shown better. Observe that the pen is held between the thumb and first two fingers at the distance of an inch or an inch and a half from the pen point.



3. The wrist is kept free from the desk to allow the hand to glide easily forward or backward on the fingertips of the third and fourth fingers. (It is necessary to keep uniform movement to maintain uniformity of slant throughout the line. The pupil should avoid curving or twisting the wrist because it brings the hand out of line with the forearm.)
4. The pen is held between the thumb and first two fingers at the distance of an inch or an inch and a half from the pen point.
5. The writer rests his first finger on top of the holder to keep it in place and guide it in the downward strokes and he allows the pen to rest against the second finger near the root of the nail or first joint. (Note that the thumb is higher on the holder and about opposite the first joint of the index finger.) When the child has sufficiently acquainted himself with correct body position, and correct position for hand and pen, have him start to write with the penholder pointed toward the face. As the hand progresses along the line of writing the penholder will point over the shoulder. This will keep the writing in direct line of vision and prevent need for inclining the head to the left in order to see the writing. (Drill on writing movement as described above may be introduced by using a dry pen.) See that the pupil holds the pen loosely to prevent fatigue and to develop flexibility of writing.

### III. Rule three governing procedure for seat writing:

In order to maintain correct position of the paper on the desk, the child should be taught to:

1. Place the paper directly before him on the desk tilted at an angle of not more than 30 degrees.
2. Hold the paper directly in front of him tilted so that the lower edge makes an angle of about 30 degrees with the front of the desk.
3. Keep the paper in place with the left hand holding the left side. (Left-handed writers should place the paper directly in front of him and tilted at an angle of not more than 30 degrees.) (See illustration of left-handed writer.)
4. Rest the fore part of the writing arm on the desk at right angles to the line of writing. This will permit an easy swing of the pen to right and left along the line of writing and develop fluency.
5. Direct the downward strokes toward the center of the body to secure uniform slant.

Form and movement should be learned together. The child first gets a provisional impression of the form by looking at the word. When he carries out the movement his recognition of the form becomes more exact. In order that this will happen he must write the form more or less with a total movement.



## POSITION FOR SEAT WRITING



By placing paper and arms correctly upon the desk and holding the penholder loosely, effective writing should be obtained.



Since the child can at first write better and more easily at the blackboard, he should write new letters, or words or sentences first at the board, and then at the desk. When he has difficulty in writing at the desk he should transfer to the board and practice there. After he has mastered his difficulty at the board he should return to the desk for further practice.

Writing at the seat may be motivated by presenting it as a means of preserving something the child has written at the board.

Most children enjoy using the following self checking chart:

1. Do I sit tall with head comfortably erect?
2. Do my hips touch the back of the seat?
3. Do I rest my feet on the floor?
4. Do I face my desk squarely?
5. Do I keep my shoulders level?
6. Do I keep my elbows evenly off the desk?
7. Do I rest both arms easily on the desk?
8. Do I hold my pen correctly?
9. Do I keep my paper in correct position?
10. Do I feel relaxed?

#### Letter Structure

1. All letters should be clear and distinct.
2. The letters must show clearly the points desired.
3. One point of difficulty rather than many should be emphasized in a letter.
4. Simple letter forms are better than complicated ones for teaching purposes.
5. Letters must show actual conditions. Going over or patching letters often makes them illegible.
6. Colored markings on letters to show points of error are suggested for use.



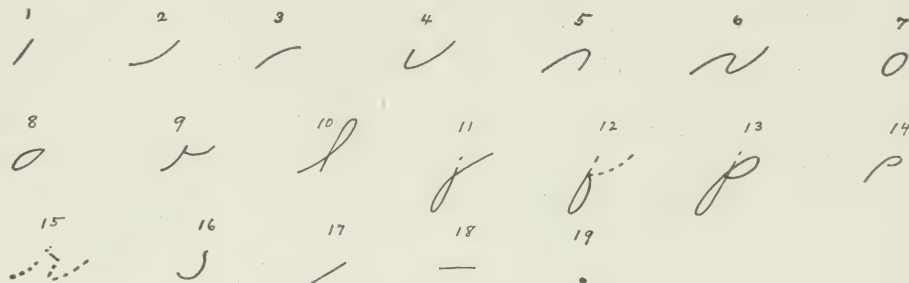
## AN ANALYTICAL AID

The small letters of the Cursive Alphabet are usually made of elements or strokes which are common to many letters.

The following strokes are not to be used as daily

lessons for the individual child, but more as a reference to help the teacher instruct the child.

Following are nineteen strokes from which all the small letters of the alphabet may be made with a few modifications:



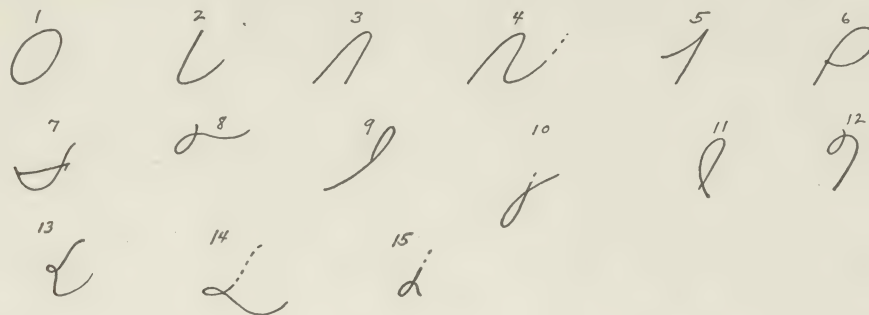
1. The down slant stroke.
2. The undercurve.
3. The overcurve.
4. The combination of the down slant stroke and the undercurve.
5. The combination of the overcurve and down slant stroke.
6. The combination of the overcurve, the down slant stroke, and the undercurve.
7. The oval.
8. The pear shaped portion of the small letter a.
9. Check retrace and finish stroke.
10. The upper loop.
11. The lower loop.
12. The f and q lower loop.
13. The bulb and lower loop of the small letter p.
14. The knob section of the k.
15. The short top line of the r.
16. The curve of the s.
17. The cross of the x, which starts on the baseline.
18. The cross of the t, which goes from left to right.
19. The i and j dot.



In order to help an individual child who is having difficulty, it is essential to know just where or what stroke is causing that child trouble. By showing him the correct form and discussing it with him you

can build a new mental image for the child and in this way help him to write better.

Following are fifteen strokes from which the capital letters may be made with few modifications:

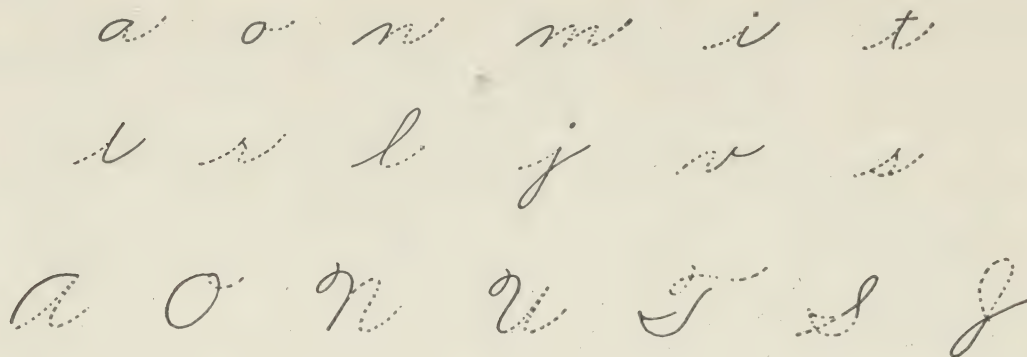


1. The oval (two-thirds as wide as it is tall.)
2. The downward slant stroke combined with the underturn.
3. The overturn combined with the downward slant stroke.
4. The overturn combined with the downward slant stroke, and the underturn.
5. The initial stroke of the capital letters, **P**, **B**, and **R**.
6. The loop of the **P**, which is also used in the **B** and **R**.
7. The boat finish stroke which is used in **F**, **T**, **G**, **S**, **I**, and **B**.
8. The cap of the **T**, and **F**.
9. The loop of the **S**, **G**, and **L**.
10. The lower loop of the **J**, **Y**, and **Z**.
11. The upper loop of the **I** and **J**.
12. The cane capital stem of the **H**, **K**, **M**, **N**, etc.
13. The loop and lower portion of the **K** and **R**.
14. The finishing stroke of the **L** and **Q**.
15. The small loop of the **D** and **Z**.



For your own practice try the following letters, either at the blackboard or on paper, and erase the

dotted line part so that you can compare the part shown in solid black ink.



## PROPORTION AT THE VARIOUS GRADE LEVELS

**B**y proportion, we mean the relative size of the small or minimum letters, such as **a, m, n**, to the capital and loop letters, such as **A, B, k, l**. Teachers may become confused with the change in size and the change in proportion. One easy way to remember this, is that the change in size takes place in the first, second, third, and fourth grades, while the change in proportion takes place only in the fourth grade. In other words, there are four sizes of writing —  $\frac{1}{2}$  inch for the first grade minimum letters,

$\frac{3}{8}$  inch for the second grade minimum letters, about  $\frac{3}{16}$  inch for the third grade minimum letters, and less than  $\frac{1}{8}$  inch for the fourth grade minimum letters.

The change of proportion occurs in the fourth grade when it changes from one half proportion, where the minimum or small letters are one half the size of the capital or loop letters, to one third, where the minimum letters, such as **a, m, n**, are one third the height of the capital or loop letters, such as **A, L**, etc.



## HOW TO USE THE PUPILS' BOOKS

Handwriting Recorders, as published by the Zaner-Bloser Company, are progress record books—not copy books.

Most school systems, that use the Recorders are following about this procedure:

1. Allow a definite period each day for penmanship practice.
2. Have pupils practice on loose paper and then, at the end of a specified time, record their best efforts in the space in the Recorders intended for that purpose.
3. Supply each teacher with a copy of the Manual, which gives her helpful outlines, instructions and suggestions for daily work.
4. Send Recorders to the Principal's office once a month for checking.
5. Have teachers, who do not write well on the blackboard or on paper, take our correspondence course which we offer where our books are used.
6. Emphasis should be placed on maintaining a good handwriting standard in all written work.

By filling in the Recorders, it gives the Superintendent, Principal, teacher, pupil, and parents a record of the child's progress during the year.



There are many advantages to the use of the Recorders. Children like them because they record their best efforts in them, and they represent the handwriting achievement. They also serve in a supervisory capacity in that they are sent to the Principal's office once a month for checking. This helps to make teachers, pupils, and the Principal more handwriting conscious.

Under no circumstances should the Recorder be used as a copy book.



## HOW TO USE THESE BOOKS

### Where More Than One Grade Is In The Same Room

When you have thoroughly acquainted yourself with the purpose and plan of this Manual, we would suggest that you proceed about as follows:

#### GROUP 1

Provide each pupil in Grades 1 and 2 with a No. 1 Recorder and introduce the first copy in the book as a group as outlined in the book.

#### GROUP 2

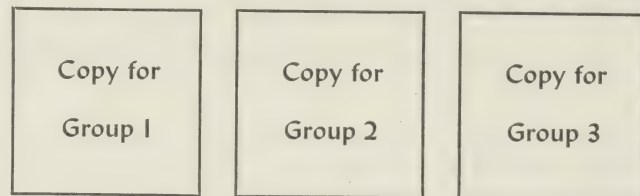
**P**ROVIDE each pupil in Grades 3 and 4 with a No. 3 Recorder and introduce the first copy in the book to them as a group as outlined in the book.

#### GROUP 3

Provide each pupil in Grades 5 and above with a No. 5 Recorder and introduce the first copy to them as a group as outlined in the book.

### Combining the Lessons

As soon as the classes become organized on this basis the teacher may save time by placing the copy for Group One on the left of the blackboard, the copy for Group Two in the middle of the blackboard, and the copy for Group Three on the right of the blackboard.



The teacher then passes from one Group to another and from one individual to another, aiding all who need help in position, movement, or form, and counting from time to time to encourage freedom, create concept of action, and maintain interest. Helpful criticism, kindly suggestion, a sympathetic assistance, and enthusiastic instruction always produce improvement. Inspire by skillful showing and then help by individual inspection, and suggestion.

### Texts for Pupils

When pupils in Group I have finished Recorder No. 1, they may take up Recorder No. 2. When pupils in Group 2 have finished Book No. 3 they may take up Book 4. When pupils in Group 3 have mastered Book 5, they may take up Book 6.



A CLASS OF PUPILS IN GOOD POSITION FOR WRITING



Success in Writing is Possible for All



## BLACKBOARD WRITING

This will give you an idea of how your writing will look on the blackboard. If you use baselines, it will appear like this copy. If no baselines are

used, this will still give you an idea of how it should appear. Blackboard practice should be encouraged in the upper grades as well as in the lower grades.

Some good friends of ours  
live in the western part of  
the world.

Since we cannot visit  
their homes, we read about  
them in our new books.

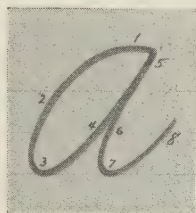
S S S S So So Si Si Since  
i i i i in u u w w



## POINTS TO REMEMBER

### ABOUT EACH OF THE LETTERS

In writing the alphabet, there are many important points for each letter that help both teacher and pupil with letter structure. We are listing here, under each letter, some of the important points to keep in mind: the numerical count for the letters and a descriptive word count, along with a few words which contain the letter.



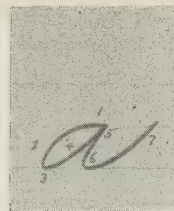
1. Starts parallel to the headline with an overstroke to the left, not downward from the beginning.
2. Nicely curved back.
3. Rather narrow turn on the baseline.
4. Fairly flat upstroke, stopping at the top.
5. Connection and retrace down to #6.
6. Slant of the letter.
7. Turn at the baseline.
8. Finish with light free upstroke about the height of a small letter a.

Numerical Count: 1-2

Descriptive word count: Around up-down up.

Sentence: Apply in your own handwriting.

Practice words: Annie Austin Albany Atlanta

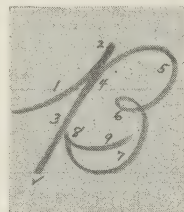


1. Starts flat parallel to the head and baseline.
2. Round back.
3. Rather sharp turn at the baseline.
4. Upstroke is rather flat.
5. Closed at the top with a retraced stroke.
6. Turn #6 and turn #3 look about alike.
7. Finish stroke ends with an upward swing about the same height as the letter.

Numerical Count: 1-2

Descriptive word count: Around up-down up.

Practice words: any many paid again separate



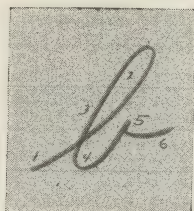
1. Starts about half the height of the letter with an undercurve.
2. Retrace.
3. Slant line, stop at the check.
4. Retrace fairly high on the slant line.
5. Round top of the letter.
6. The small center loop is at about half the height of the letter, and is at right angles to the slant line.
7. Rounding incomplete oval resting on the baseline.
8. Short retrace.
9. Finish with an easy swing as if to connect to the small letter a.

Numerical Count: 1-2-3-4-5

Descriptive word count: Up-down-around-around-finish.

Sentence: Begin now to do your best work.

Practice words: Bessie Boston Berlin Baltimore



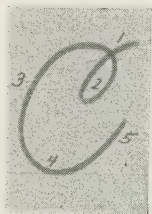
1. Starts on the baseline with an upward swing like the small **i**. Curve the upstroke well.
2. Keep the loop open and the crossing low.
3. Make the back fairly straight as this is the slant line.
4. Use the round turn at the baseline.

5. Emphasize stopping on this retrace and do not use a loop finish.
6. Finish with slight curve to the same height as the letter **a**.

Numerical Count: 1-2-3

Descriptive word count: Up-and up-and out.

Practice words: blue busy best bubble believe



1. Starts with a curved stroke.
2. An open loop one third the height of the letter, and a line drawn through the center of which is parallel to #3.
3. Keep #3 rather round, but with a little stiffness in the back.
4. A round turn resting on the baseline. Take care not to get it too wide at this point.

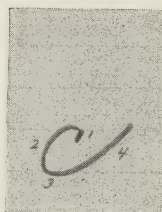
5. End with an upward turn the height of the small letter **c**.

Numerical Count: 1-2

Descriptive word count: Start-finish.

Sentence: Care should be the watchword.

Practice words: Calvin Clinton Chester Columbia



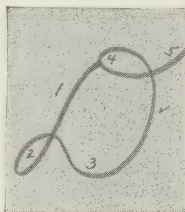
1. Starts with a short slant line which is retraced slightly, and on the same slant as #2.
2. Then swings around much like the small letter **o**. This is the slant stroke.
3. A round turn on the baseline, but be careful not to spread it too wide.

4. Swing upward with the finish stroke to the height of the letter.

Numerical Count: 1-2

Descriptive word count: Start-and under.

Practice words: can care call choice receive



1. Begin low with a fairly straight stroke. This is the slant of the letter.
2. The small loop stands upright touching the baseline.
3. The oval part rests on the baseline. Make sure it is nice and round at the check mark.
4. Open loop tying with the beginning stroke.

5. End with an upward swing.

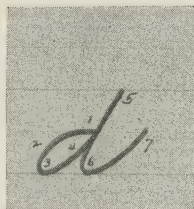
Numerical Count: 1-2-3

Descriptive word count: Down-around-finish.

Sentence: Do your best on every line.

Practice words: Dennis Denver Durant Dubuque





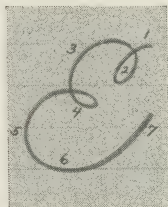
1. Starts like the letter a parallel to the headline.
2. Curved back.
3. Rather sharp turn.
4. Fairly flat line extending to the height of small letter t. Keep the a part of the d closed.
5. Retrace down same distance as small letter a.

6. Turn similar to #3. Be sure to touch baseline.
7. Finish up to the height of the small letter a with a free under swing.

Numerical Count: 1-2

Descriptive word count: Around up-down up.

Practice words: add dime dress sudden modern



1. Start with a curved stroke to make a small loop on the same slant as the rest of the letter.
2. The small open loop is one third the height of the letter.
3. Nice round back with a little stiffness.
4. Small center loop at right angles to the slant line.

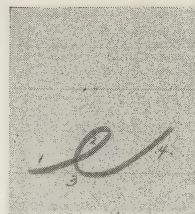
5. Round oval with a little stiffness in the back.
6. Underturn resting on the baseline. Care should be taken not to get it too wide.
7. Ending with the same height as the small letter e.

Numerical Count: 1-2-3

Descriptive word count: Loop-around-around.

Sentence: Every life should have a purpose.

Practice words: Esther Easter Elmira Emerson

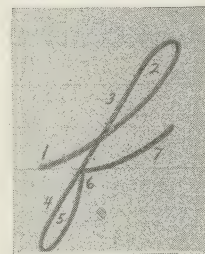


1. Start on baseline with an upward curve.
2. Keep the loop open, and the downstroke on the same slant as your other letters.
3. A rather free swinging turn touching the baseline.
4. Swing up and end the same height as the small letter e.

Numerical Count: 1-2

Descriptive word count: Up-and up.

Practice words: see mine line receive examine



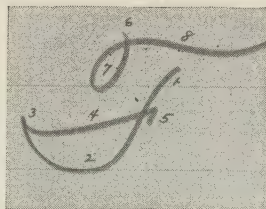
1. Start with a long upturn to the height of the small l.
2. Nice open loop with a low crossing.
3. Long fairly straight back extending,
4. Two spaces below the baseline.
5. Open lower loop.
6. Tie at the baseline.

7. Finish with an upward swing the same height as letter v.

Numerical Count: 1-2-3

Descriptive word count: Up-down up-finish.

Practice words: fine full often bluff effort



1. Capital **F** and Capital **T** are made up of two parts, each consists of compound curves. The lower part begins in the space leaving plenty of room for the cap of the letter. Capital stem stroke which is fairly

straight and short, and rests on the baseline.

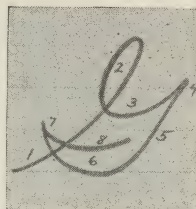
2. Round swing up to a complete stop at #3.
3. Slight retrace and stop before the swing to form the sharp point.
4. Graceful swing stopping at #5 through the downstroke.
5. Downward pull to finish the first half of the letter.
6. The cap is made second starting with a curved downstroke.
7. Make the loop open one third the height of the letter.
8. Finish with a graceful compound sweep, but do not touch the first part of the letter.

Numerical Count: 1-2-3-4

Descriptive word count: Down-across down, loop-finish.

Sentence: Fill the page with good writing.

Practice words: Fannie Foster Fulton Franklin



1. Begin on the baseline with more undercurve than usual.
2. Keep the loop open crossing about  $\frac{1}{2}$  the height of the letter.
3. An easy dip stopping at #4 which is about  $\frac{1}{2}$  the height of the loop.
4. Slight retrace.

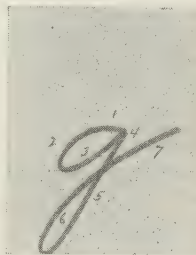
5. Slight compound curve downstroke.
6. Part of oval resting on the baseline.
7. Stop at the boat ending and retrace.
8. Slight upward swing to finish this graceful letter.

Numerical Count: 1-2-3-4

Descriptive word count: Up-and up-down-across.

Sentence: Give only your best efforts.

Practice words: Gene Grant Geneva Galveston



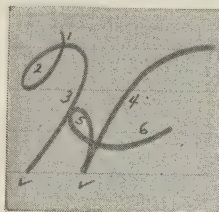
1. Starts like the letter **a**.
2. Nice round back.
3. Rather flat upstroke.
4. Ties and retraces at the top.
5. Long slant line two spaces below the line fairly straight.
6. Open loop crossing on the baseline.
7. Finishing with an overstroke the same height as the letter.

Numerical Count: 1-2

Descriptive word count: Around up-down finish.

Practice words: gain give again guess enough





1. Start with a downward curved stroke.
2. Keep the indirect loop well open, and one third the height of the letter.
3. The cane stroke turns into a straight stroke stopping at the check on the baseline. This is the slant of the letter.

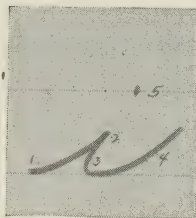
4. For the second part, start at the top with a curved downstroke which becomes straight about half way down, and stops at the check on the baseline.
5. Make an open loop tying about the center of the letter.
6. Finish with an upward sweep as if to connect with u.

Numerical Count: 1-2-3-4

Descriptive word count: Loop-straight-curve-finish.

Sentence: Here is a line of my writing.

Practice words: Henry Hudson Havana Houston

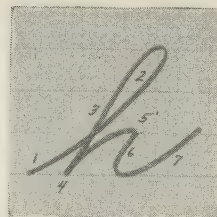


1. Commence on the baseline with a curved upstroke.
2. Stop and retrace fairly straight downstroke.
3. Use an easy curve resting on baseline.
4. End with an upward swing the same height as the letter.
5. Carefully dot the i on the same slant as the downstroke.

Numerical Count: 1-2-3

Descriptive word count: Up-and up-and dot.

Practice words: nine line time lining inning

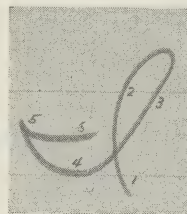


1. Start on the baseline and curve the upward stroke.
2. Keep an open loop the same height as l.
3. Stiffen the downstroke.
4. Stop at the baseline.
5. Use a nice round turn or hump, but do not touch the upper loop.
6. Slant this stroke the same as the downstroke on the back of the loop. Do not make this part too narrow.
7. End with an upward swing the same height as the letter u.

Numerical Count: 1-2-3

Descriptive word count: Up-down-and finish.

Practice words: the these hope enough shining



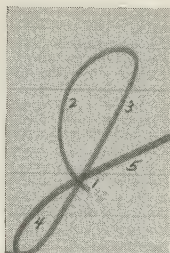
1. Begin with an upward push from below the baseline.
2. Use a nice curved upstroke.
3. Stiffen the back as this is your slant line.
4. Rest on the baseline with part of indirect oval.
5. Small retrace on the boat ending. Be sure to stop at #5.
6. Finish with a slight upswing.

Numerical Count: 1-2-3

Descriptive word count: Up-down-finish.

Sentence: I am learning to write well.

Practice words: Irene Ireland Irving Indian



1. Start with an indirect upward sweep from below line like capital **I**.
2. Keep it well rounded, cross on baseline. The upper loop is twice the width of the lower loop.
3. Back is fairly straight and on the correct slant.
4. Nice open loop two spaces below the baseline and cross on baseline.

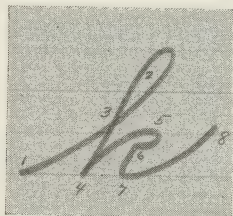
5. Finish with overcurve the same height as the letter **a**.

Numerical Count: 1-2

Descriptive word count: Up-down finish.

Sentence: Join the group of good writers.

Practice words: June Jennie Juneau Jamestown



1. Begin on the baseline with an undercurved stroke like **h**.
2. Keep the loop well open.
3. Stiffen the downstroke.
4. Stop at the baseline.
5. Use a nicely curved head similar to the small **n**.
6. Tuck it under, but do not

touch the curved stroke. Then proceed on the same slant as the downstroke of the loop.

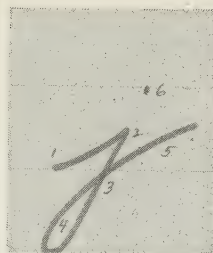
7. Use a free undercurve.

8. End with an upswing the same height as the letter **i**.

Numerical Count: 1-2-3-4

Descriptive word count: Up-down-hook-finish.

Practice words: ink knee link knack thinking

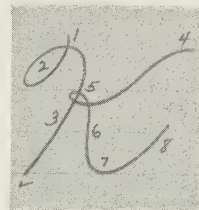


1. Start on the baseline with an undercurve like the letter **i**, but not any higher.
2. Retrace.
3. A long straight stroke on the correct slant.
4. A nice open loop crossing on the baseline.
5. Ending with an overturn the same height as the letter **a**.
6. Dot the **j** on the same slant as the downstroke of the letter.

Numerical Count: 1-2-3-4

Descriptive word count: Up-loop-finish-dot.

Practice words: join joke just jump judgment



1. Start with an indirect curved stroke like the **H**.
2. Keep the loop well open and one third the height.
3. The cane stroke turns into a straight stroke stopping at the check on the baseline.
4. For the second part, start with a compound stroke parallel to, the head line, and tie slightly above the center.
5. The small loop should be at right angles to the downstroke.
6. Compound curve.
7. Resting on the baseline.
8. Finish with an upstroke the same height as the small letter **u**.

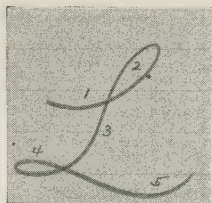
Numerical Count: 1-2-3-4

Descriptive word count: Loop-straight-curve-finish.

Sentence: Keep your point of view fresh.

Practice words: Kent Kansas Kokomo Keystone





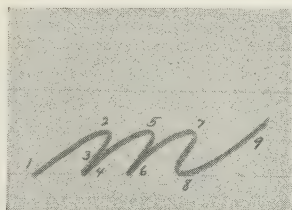
1. Start with an underswing about half the height of the letter.
2. An open loop.
3. Graceful downward compound curve resting on the baseline.
4. Flat loop and resting on the baseline.
5. Finish with an undersweep finishing below the baseline but curving upward.

Numerical Count: 1-2-3

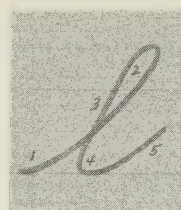
Descriptive word count: Loop-loop-finish.

Sentence: Learn early in life to write.

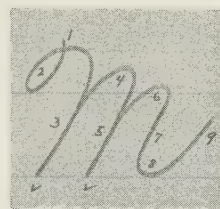
Practice words: Louise Lansing London Lincoln



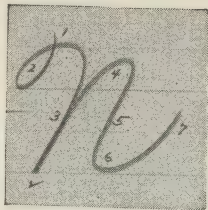
1. Start on the baseline with an overturn.
  2. Use a round turn, or hump.
  3. A fairly straight slant line.
  4. Stop at the baseline. The second hump is the same as the first.
  5. Round turn, or hump.
  6. Stop at the baseline.
  7. Round turn, or hump.
  8. Do not stop at this turn but continue with a free swing.
  9. End the same height as the letter.
- Numerical Count: 1-2-3-4
- Descriptive word count: Over-over-over-finish.
- Practice words: mine time mile them minute



1. Start on the baseline same as h with an upward curved stroke.
  2. Use an open loop.
  3. A rather stiff downstroke crossing low.
  4. Do not stop at the baseline but use a curve.
  5. End the letter with an upward swing.
- Numerical Count: 1-2
- Descriptive word count: Up-down up.
- Practice words: line pull spell until fulfill



1. Start with a curved downstroke.
  2. Keep the loop well open one third the height of the letter.
  3. The cane stroke turns into a straight stroke stopping at the check on the baseline.
- This is the slant of the letter.
4. Keep the retrace high and the hump round. There should be a gradual drop in each turn.
  5. Should be parallel to #3. Stop at the check.
  6. Same size as #4 but not quite as tall. Avoid making this letter too wide.
  7. A graceful compound curve.
  8. Resting on the baseline.
  9. Finish with an upward curve the same height as the small letter u.
- Numerical Count: 1-2-3-4
- Descriptive word count: Loop-down-over-over finish.
- Sentence: Make an effort to write better.
- Practice words: Minnie Martin Maine Manning



1. Start with an indirect curved stroke.
2. Keep the loop well open and one third the height of the letter.
3. The cane stroke turns into a straight stroke stopping at the check on the baseline.
4. Keep the retrace high and

the narrow hump round, and slightly shorter than the cane stem.

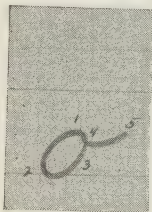
5. Graceful compound curve with parallel effect to stem.
6. Round turn.
7. Ending same height as the small letter a.

Numerical Count: 1-2-3

Descriptive word count: Loop-down-over finish.

Sentence: Now is the best time to improve.

Practice words: Nellie Newton Newport Nevada

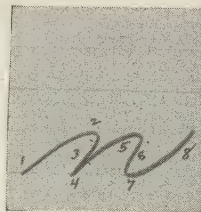


1. Start with a direct oval round motion.
2. Keep the motion round at the baseline.
3. The upward stroke is also round.
4. Be sure to close with a slight retrace, and hesitate.
5. End with slight upward curve the same height as the letter.

Numerical Count: 1-2

Descriptive word count: Around-finish.

Practice words: moon look good spoon coupon

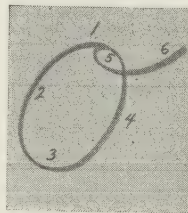


1. Start with an overturn on the baseline like m.
2. Nice round turn, or hump.
3. Fairly straight slant line.
4. Stop at the baseline.
5. Nice round hump the same as #2.
6. Compound curved stroke same slant as #3.
7. Do not stop at the baseline.
8. Finish with a free swing the same height as the letter.

Numerical Count: 1-2-3

Descriptive word count: Over-over-finish.

Practice words: nine wine name union notion



1. Start with a direct oval circular motion nearly parallel to the headline.
2. Round oval downstroke.
3. Resting on the baseline.
4. Round oval upstroke.
5. Open loop connecting with the first part of the letter.
6. Finish with an upward swing.

This letter is two thirds as wide as tall.

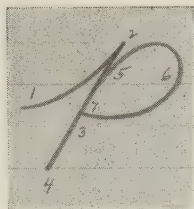
Numerical Count: 1-2

Descriptive word count: Around-finish.

Sentence: On and on we march to progress.

Practice words: Ohio Oregon Ontario Orlando





1. Begin with an upward curve about one half the height of the letter.
2. Pointed retrace at top of letter.
3. Stiff slant line on the same slant as the other letters.
4. Stop on the baseline.
5. High retrace.
6. Nice open indirect oval.

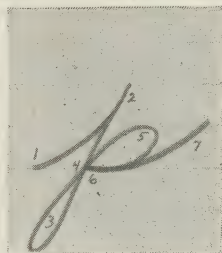
7. Connect with the slant line about the center.

Numerical Count: 1-2-3

Descriptive word count: Up-down-around.

Sentence: Put a smile into every service.

Practice words: Peru Putnam Panama Preston

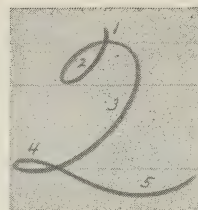


1. Start with an underturn on the baseline and go up two spaces.
2. The same height as the t and d, and retrace the same.
3. A nice open loop two spaces below the baseline.
4. Cross on the baseline.
5. An overturn closed oval.
6. Tie on the baseline.
7. Finish with an underturn the same height as the letter u.

Numerical Count: 1-2-3

Descriptive word count: Up-down close-finish.

Practice words: pine pull pump please happen



1. Start with an indirect curved stroke.
2. An open loop one third the height of the letter.
3. An oval shape downstroke resting on the baseline.
4. Flat open loop resting on the baseline like the L.
5. Finishing with an under

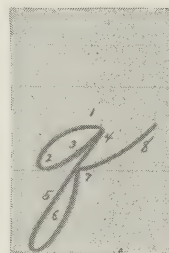
sweeping compound curve below the baseline, turning upward.

Numerical Count: 1-2-3

Descriptive word count: Loop-around-finish.

Sentence: Quiz yourself on the essentials.

Practice words: Queen Quintin Quincy Quebec

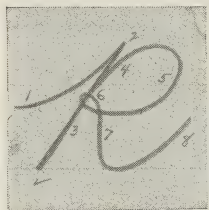


1. Begin like an a parallel to the baseline.
2. A rather sharp turn.
3. Fairly flat upstroke.
4. Touches and retraces like the a.
5. Long downstroke two spaces below the baseline on the slant of the letter.
6. A nice open loop like the small f.
7. Tie at the baseline.
8. Finish with an upcurve the same height as the letter.

Numerical Count: 1-2-3

Descriptive word count: Around up-down stop-finish.

Practice words: queen quit quiz quote equal



1. Begin with an upward curve about one half the height of the letter.
2. Retrace at the top of the letter.
3. Stiff slant line stopping at the check mark on the baseline.
4. High retrace helps keep bowl round and open.

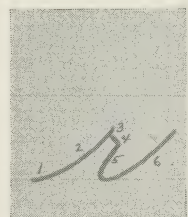
5. Round oval tying to the slant line with a loop slightly above the center.
6. Small loop at right angles to the slant line.
7. Graceful compound curve *not* parallel to the slant line.
8. Finishing with an upward swing.

Numerical Count: 1-2-3-4

Descriptive word count: Up-slant-around-finish.

Sentence: Rest the hand on finger tips.

Practice words: Ruth Russell Reading Richmond



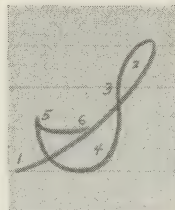
1. Start on the baseline with a deep upcurve.
2. Use more curve on the upward swing than you do in the *i*.
3. Stop, make a deliberate retrace and stop again.
4. The small cross stroke, or shoulder is at right angles to #2.
5. The slant line of the letter should be the same as #3.

6. End the letter with a free swing the same height as the letter.

Numerical Count: 1-2-3

Descriptive word count: Curve stop-slant-finish.

Practice words: run true curves learn proper



1. Start on the baseline with a deep curved upstroke.
2. Nice open loop.
3. Compound curve crossing at nearly half the height of the letter.
4. Nice open oval resting on the baseline.
5. Stop at the retrace to produce the sharp angle.

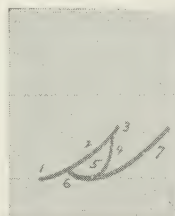
6. Finish with a slight curve.

Numerical Count: 1-2-3

Descriptive word count: Curve-curve-finish.

Sentence: Strive for daily improvement.

Practice words: Sims Salem Scranton Savannah



1. Start on the baseline with a deep undercurve.
2. Use the upward swing the same as the letter *r*.
3. Stop and retrace at the top same as the letter *r*.
4. Nice downward compound full curve.
5. Make the letter open.

6. Tie near the baseline.

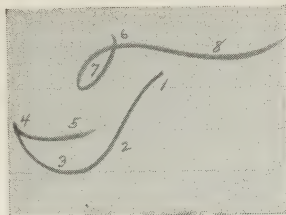
7. Finish with an upward stroke the same height as the letter.

Numerical Count: 1-2-3

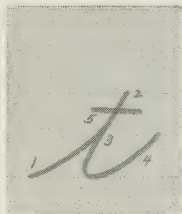
Descriptive word count: Up-curve-finish.

Practice words: see sell sister listen smiles

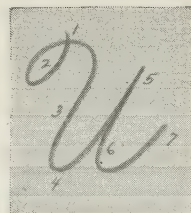




1. Starts with a downstroke like **F**.
  2. Slightly compound, but fairly short and straight.
  3. Resting on the baseline.
  4. Stop at the retrace to keep this boat ending sharp.
  5. Finish with a slight upcurve.
  6. Second part starts with a curved downstroke.
  7. Open loop the center line of which would be on the same slant as the downstroke.
  8. Ending with a graceful compound sweep.
- Numerical Count: 1-2-3-4  
 Descriptive word count: Down-swing-curve-finish.  
 Sentence: The right way is the best way.  
 Practice words: Tampa Texas Toronto Tennessee



1. Starts on the baseline with an upward curve the same as the small letter **i**.
  2. Retrace extends to the height of **p** and **d**.
  3. Slant stroke fairly straight, turning on the baseline.
  4. Ends with an upward swing the height of the letter **u**.
  5. Cross with a short straight line parallel to the baseline.
- Numerical Count: 1-2-3  
 Descriptive word count: Up-down up-across.  
 Practice words: tune tell taste truth letters



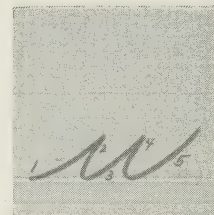
1. Starts with a curved downstroke, or an indirect loop.
2. An open loop the center line of which is on the same slant as #3.
3. A compound curved stroke resting on the baseline.
4. Underturn on the line.
5. Long retrace stroke parallel to #3.
6. Turn at the bottom and is the same as #4.
7. Finish with an upcurve the same height as the small letter **u**.

Numerical Count: 1-2-3

Descriptive word count: Loop-down up-finish.

Sentence: Use care in penmanship practice.

Practice words: Union Utica Utopia Underwood

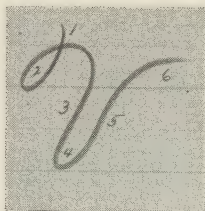


1. Starts on the baseline like **i** with an underturn.
2. Sharp retrace.
3. Same as #1 an underturn.
4. Retrace like #2. Keep it sharp.
5. End with a curved upward stroke the same height as the letter. Keep #2 and #4 sharp and the turns alike. Both the downstrokes are parallel.

Numerical Count: 1-2-3

Descriptive word count: Under-under-finish.

Practice words: use until usual union minute



1. Begin with a curved stroke like capital U.
2. Open loop on the same slant as the downstroke.
3. Compound curved stroke like U.
4. A little sharper turn than U resting on the baseline.
5. Upward compound stroke.

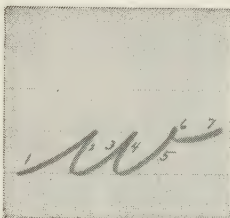
6. Ending with a graceful sweep to the right.

Numerical Count: 1-2-3

Descriptive word count: Loop-curve-finish.

Sentence: Value every moment of your time.

Practice words: Vivian Vassar Verdun Mt. Vernon



1. Start with the underturn on the baseline like the small letter i.
2. Fairly straight retrace at the top slant stroke turning at the baseline.
3. The same as #1 an underturn.
4. The same as #2 a slant line parallel to #2.

5. The same as #3 stopping slightly above the height of rest of letter.

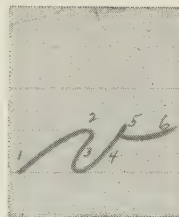
6. A short retrace after a stop.

7. Finish with a slight upcurve.

Numerical Count: 1-2-3-4

Descriptive word count: Under-under-under-finish.

Practice words: wine with waste winter answer

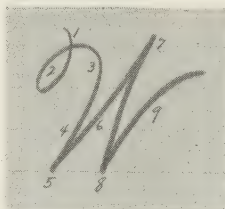


1. Start on the baseline with an overstroke.
2. Be sure to make a nice round turn.
3. Compound stroke resting on the baseline.
4. Fairly flat stroke.
5. Retrace and stop.
6. End with a slight upcurve like b.

Numerical Count: 1-2-3

Descriptive word count: Over-check-finish.

Practice words: vine even views above receive



1. Starts with an indirect curved stroke like H.
2. Open loop the same slant as the downstroke.
3. Curve is mostly at the top.
4. Fairly straight line and the slant of the letter.
5. Stop at the baseline for control and sharp retrace.

6. Slightly curved upstroke a little higher than first stroke.

7. Retracing and curving to the baseline.

8. Stop here for sharp retrace.

9. Finish with an up-push stroke not quite as high as the beginning of the letter.

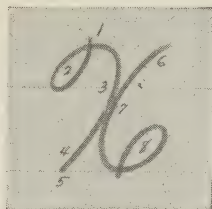
Numerical Count: 1-2-3-4

Descriptive word count: Loop slant-up down-up.

Sentence: We want to do the right thing.

Practice words: West Wilson Winona Washington





1. Start with a curved stroke like the W.
2. Open loop on the slant of the letter.
3. The stroke starts to straighten out at #3.
4. Fairly straight as it touches the baseline.
5. Stop on the baseline.

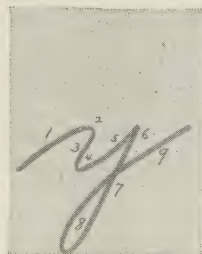
6. For the second part start with a curved stroke.
7. Connect slightly above the center of the letter.
8. Finish with a loop similar to the upper loop.

Numerical Count: 1-2-3-4

Descriptive word count: Loop-slant-curve-loop.

Sentence: Xenia is an old city in Ohio.

Practice words: X-ray Xerxes Xanthur Xantippe



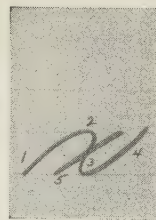
1. An overturn stroke starting on the baseline.
2. Nice round hump like n.
3. Compound stroke on the main slant of the letter.
4. Undercurve stroke.
5. Shows about the amount of retrace used in this letter.
6. Stop at the top before starting down for the loop.

7. A long slant line coming below the baseline on the same slant as #3.
8. A nice open loop crossing on baseline like j.
9. Finishing with an overstroke the same height as the letter.

Numerical Count: 1-2-3

Descriptive word count: Over-under-loop finish.

Practice words: easy only every plenty ninety

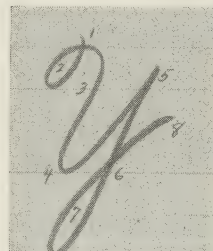


1. Start on the baseline with an overturn.
2. A nice round top like the v or n.
3. Compound curve stroke like the v.
4. Finish with an upward swing as high as the letter.
5. For the cross, start on the baseline equal distance between the two strokes and push upward.

Numerical Count: 1-2-3

Descriptive word count: Over-under-cross.

Practice words: mix fox text explain excuse



1. Begin with a curved stroke like U.
2. An open loop on the slant of the letter.
3. A compound curved stroke turning on the baseline.
4. Rest on the baseline, connect with #5 with a rather flat stroke.
5. Retrace on same slant as loop and #3 stroke.

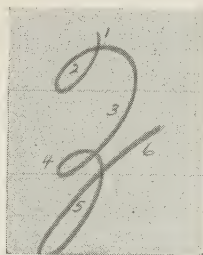
6. Fairly straight downstroke going two spaces below the baseline.
7. Open loop crossing on the baseline.
8. Finish with an overturn the same height as the small letter a.

Numerical Count: 1-2-3

Descriptive word count: Loop down-up-and loop.

Sentence: You should practice regularly.

Practice words: Yale Young Yakima Ypsilanti



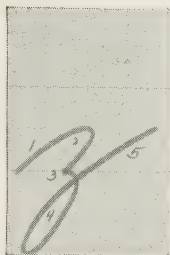
1. Start with a curved stroke like the capital Q.
2. An open loop on same slant as letter.
3. Very similar to N and M.
4. Hesitate at the baseline standing loop upright.
5. Two spaces loop below the baseline an open loop.
6. Finish with an overstroke the same height as the small letter z.

Numerical Count: 1-2-3

Descriptive word count: Loop-down-and loop.

Sentence: Zaner and Bloser are penmen.

Practice words: Zion Zulu Zeppelin Zanesville



1. Begins exactly like the y with an overturn.
2. The top of the hump is curved.
3. Stop at the baseline like the first part of the n.
4. A nice open loop two spaces below the baseline.
5. Finish with an overturn stroke the same height as the letter.

Numerical Count: 1-2-3

Descriptive word count: Over stop-loop-finish.

Practice words: size zone prize dozen zigzag

## ANALYSIS OF FIGURES

Figures should be legible, small, and well arranged. They should be made with a sharp, clear-cut line that evidences snap and quickness. An expert touches the paper with precision, forms the figure and lifts the pen quickly. Counting to regulate rhythmic time will aid in acquiring sharp, clear-cut lines. By making figures across the blue lines—making the figures on the lines and between the lines in unison with the count, accuracy, precision, and orderly arrangement are secured.

Legibility is the result of emphasizing in practice the important characteristics of individual figures. Each figure must stand for itself. The legibility of a figure is not improved by its context as is that of an individual letter.

Certain figures are easily mistaken for each other. These should be discovered and studied. By examining figures one by one to detect faulty tendencies, the correct formation of each figure is emphasized and the reason for making it like the model is pretty clearly determined.



1. Start with a curved stroke like small o.
2. Keep the downturn well rounded.
3. Keep the upturn round.
4. Close at the top.

Numerical Count: 1-2

Descriptive word count: Around-up.



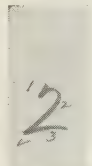
1. Start at the top pull down on correct slant.
2. Stop at the baseline.



Be careful to make all strokes on the same slant. This may seem simple but it requires close observation to make all strokes the same in height, slant, and spacing. Do not let this figure extend below the line.

Numerical Count: 1

Descriptive word count: One.

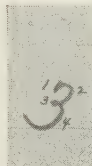


1. Start with a slight retrace.
2. Curve the head and stop at the check mark on the baseline.
3. Finish with a slightly curved over-stroke nearly parallel to baseline. When making a large figure 2 begin with a loop. Small two begins with a blind loop.

Rest the point on the line but raise the ending stroke off the line.

Numerical Count: 1-2

Descriptive word count: Start-and-finish.



1. Start with slight check like 2.
2. A round head smaller than used in 2.
3. Small closed loop at right angles to the slant line.
4. A free swing resting on the baseline stop with pen on paper.

This figure three requires considerable curve. Be careful to swing the ending stroke far enough to the left so as to show main slant with the beginning loop.

Numerical Count: 1-2-3

Descriptive word count: Dot-circle-circle.



1. Starts with a straight slanted down line same height as the small letter a. Pull down about half the distance between the starting point and the baseline.
2. Connect with line parallel to the baseline.
3. Second part begins with a slight curve, and is parallel to first stroke.
4. Stop at the baseline.

The body of this figure is deep. The stem is short. Watch that the horizontal stroke does not swing upward.

Numerical Count: 1-2-3

Descriptive word count: Down-over-straight.



1. Start with a short slant downstroke, retracing slightly before indirect oval part.
2. Free open indirect swing, resting on the baseline, the same as 3.
3. For the second part put the cap on deliberately. Connect where first stroke starts, and push across horizontal to the baseline. The cap of this figure must fit closely on the head.

Numerical Count: 1-2-3

Descriptive word count: Down-circle-finish.



1. Starts with a downcurve, slightly taller than the other figures. Rest on the baseline.
2. Open loop finishing slightly below the baseline with a left stroke.  
Do not allow the loop to tie to the back of the figure but make it stand alone.

Try to make all loops the same in size.

Numerical Count: 1-2

Descriptive word count: Down-loop.



1. Start with a small check on the same slant as the figure.
2. Compound curve to the right and parallel to the baseline. Stop at slant line.
3. Slant line extends slightly below the baseline.
4. Stop with the pen or pencil on the

paper.

Always keep this figure narrow through the top.

Numerical Count: 1-2-3

Descriptive word count: Dot-over-down.

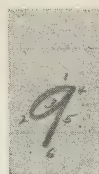


1. Start with an overcurve parallel to the baseline, then turning into a compound stroke.
2. An open loop. Keep both loops open.
3. Finish with an upturn which is slightly compound and ends above the figure.  
Eight resembles the letter S. The S

part of the figure is made first. Be careful to curve the downstroke much more than the upstroke.

Numerical Count: 1-2-3

Descriptive word count: Over-curve-up.



1. Starts like the small letter a, only slightly smaller.
2. Rather sharp angle.
3. Flat upstroke.
4. Closed retrace.
5. Slant stroke ending below the baseline.
6. Stop with pencil or pen on the paper, like 7.

The body part of this figure is the same depth as figure 4. Extend the finish stroke below the line.  
Numerical Count: 1-2-3


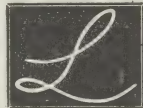
Descriptive word count: Around-up-slant.

## POINTS WHICH MAY BE EMPHASIZED IN DAILY LESSONS

### Based on Main Factors

1. Position
  - a. Body
    - To face the desk squarely.
    - To keep feet comfortably on the floor.
    - To sit well back in the seat.
  - b. Arms and Hand
    - To rest both arms on the desk.
    - To arch the hand at the side.
    - To glide on the nails of last two fingers.
    - To keep the wrist almost flat.
    - To keep the thumb bent.
  - c. Pencil or Penholder
    - To slant the pen over the shoulder.
    - To raise the pen high in the hand.
    - To hold the pen loosely.

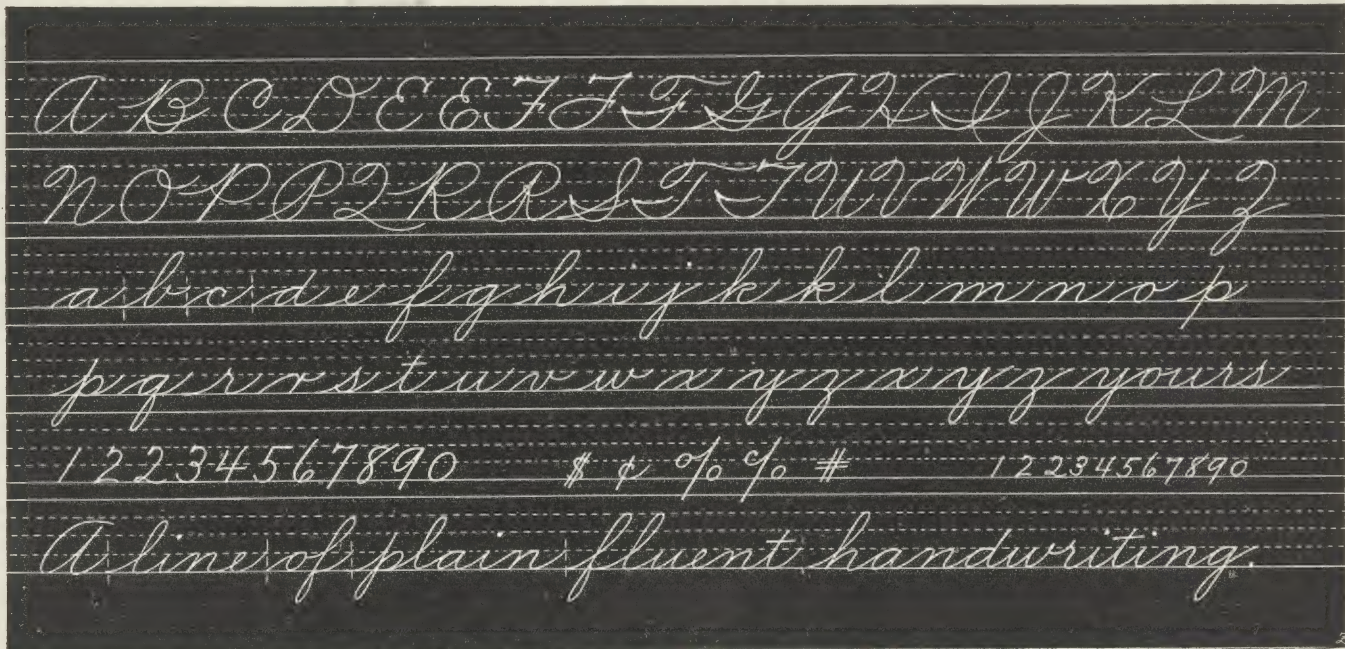


- d. Paper  
To keep the paper in the proper position.  
To shift the paper once or twice per line.
2. Movement
  - a. To keep the weight on the muscle near the elbow.
  - b. To release the weight on the wrist.
  - c. To make the motion the size of the exercise.
  - d. To use more up and down motion.
3. Size
  - a. To make the minimum letters uniform in height.
  - b. To make the last letter in a word the proper height.
  - c. To show difference in the height of upper loop letters and the intermediate letters.
  - d. To strive for uniform height in the capitals.
4. Slant
  - a. To make every downstroke on same slant.
  - b. To observe the slant in the last downstroke in word writing.
  - c. To test the slant of writing.
5. Spacing
  - a. To observe the spacing rule.
  - b. To watch spacing between the capital letter and the adjoining small letter.
  - c. To begin the new word under the ending stroke of previous word.
6.  **RETRACES**
  - a. To make decided retraces on such letters as **w, b, v, r,** and **s.**
  - b. To not overdo retracing on such letters as **u, w, t, m, n,** and **p.**
7. Beginnings and Endings
  - a. To observe proper curve in all upstrokes.
  - b. To make beginning curves uniform in length.
  - c. To make endings the height of small letters.
8. Connecting Strokes
  - a. To observe proper spacing in connecting difficult letter combinations.
  - b. To use proper connecting line in such combinations as **gh, ju, yo, ga, gs,** and **fa.**
9. Form
  - a. To make the oval part of **p** half the height of the letter.
  - b. To make upper loop of **f** one-third taller than the lower loop.
  - c. To cross the **t** straight.
  - d. To curve the downstroke of **o.**
  - e. To use a compound curve in downstroke of **s.**
10.  **LINE QUALITY**
  - a. To release grip on pen.
  - b. To dip ink carefully.
  - c. To use sufficient movement.
  - d. To strive for uniform color.
11. Arrangement
  - a. To make equal margins at both sides.
  - b. To indent sufficiently in paragraph writing.
  - c. To strive for uniform spacing, height, and size.
  - d. To plan setting of paper before the actual writing begins.

## LETTER FORMS

THE use of the standard alphabet is strongly urged. Other styles, some of which are suggested in the alphabet below, are permissible when made legibly and well. Avoid freakish styles and styles which are difficult to read.

Where the pupil has already learned some permissible style and can execute it well he should be permitted to use that style continually. Printed letters are used for mottoes, in addressing packages, and for titles of pictures, charts, and drawings but rarely mixed with cursive writing.





## DIAGNOSIS OF THE QUALITY OF HANDWRITING

Educational diagnosis relates to the techniques by which one discovers and evaluates both strengths and weaknesses of the performance of an individual as a basis for more effective teaching and guidance.

The two best known instruments for diagnosis are the Freeman scale and the Gray score card. The Freeman scale consists of samples of three different qualities as regards slant, alignment, letter formation, quality of line, and spacing. The Gray score card, a second instrument for diagnosis permits rating of a specimen as regards nine different features: heaviness, size, slant, alignment, spacing of lines, spacing of letters, neatness, and formation of letters.

### I. General Diagnosis of Handwriting Samples:

#### A. Appearance:

It is generally accepted that the first item to be considered in evaluating a handwriting specimen is its appearance. Satisfactory appearance may be determined by answering the following:

1. Has the paper neat edges—neat margins?
2. Is the writing well spaced?
3. Is the writing large enough and dark enough to be read easily?
4. Is the general appearance neat?

#### B. General Quality:

From the Fourth Yearbook, Department of Superintendence, comes the following tables of standards:

#### Quality on Ayres Scale:

- Grade 3—45 or better,
- 4—50 or better,
- 5—55 or better,
- 6—60 or better.

### II. Specific Diagnosis:

In the more detailed analysis of a handwriting specimen not only are the general elements such as slant, alignment, quality of line, size of writing, spacing and letter formation used, but the specific factors which comprise these elements are given, to determine definitely the causes of general weaknesses.

The following amplification of the general element will aid in determining specific diagnosis:

A. Slants:

1. Extreme forward slant,

*Extreme forward slant*

2. Extreme backward slant,

*Extreme backward slant*

3. Vertical writing,

*Vertical writing*

4. Mixed slant,

*This is my best work*

5. Changing slant,

*Changing slant*



6. Acceptable slant,

*Acceptable slant*

B. 1. Irregular Alignment:

*Now we are engaged in a great civil*

2. Decreasing size.

*Decreasing size*

C. Quality of Line:

1. Extreme heaviness.

*Extreme heaviness*

2. Extreme lightness,

*Extreme lightness*

3. Unevenness,

*Unevenness*

4. Wavering stroke,

*Wavering stroke*

5. Angularity.

*Angularity*

D. Size:

1. Extremely large size,

*Extremely large size*

2. Extremely small size,

*Extremely small size*

3. Unevenness of size.

*Unevenness of size*



E. Proportion:

1. Comparative size of letters,

*Comparative size of letters.*

2. Upper loops too small,

*Upper loops too small*

3. Upper loops too tall,

*Upper loops too tall*

4. Lower loops too long,

*our fathers brought forth upon*

5. Upper loops too long,

*Upper loops too long*

6. Upper loops too short.

*Upper loops too short*

F. Spacing:

1. Uneven spacing of letters,

*Uneven spacing of letters*

2. Uneven spacing of words,

*Uneven spacing of words*

3. Spacing between letters too wide,

*Spacing between letters  
too wide*

4. Spacing between words too wide,

*Spacing between words too  
wide*

5. Spacing between letters too narrow,

*Spacing between letters too narrow*

6. Spacing between words too narrow.

*Spacing between words too narrow*



## G. Letter Formation:

### 1. Inconsistency of letter forms,

*Inconsistency of letter forms*

### 2. Habitual defective formation.

*Habitual defective formation*

## HOW TO FIND ERRORS AND TO CORRECT THEM

The purpose of testing or comparing the writing with the model copy is to discover the ways in which the writing is at fault. The writing may be good or poor depending upon the following qualities: legibility, size, speed, slant, alignment, quality of line and spacing.

## HOW TO TEST LEGIBILITY

*illigible*



Make a *letter finder* by cutting a hole a little larger than the letter in a piece of cardboard. Place the hole of this finder over each letter in turn and mark the letters which are illegible. Have the pupils practice these letters separately then write the word again and test as before.

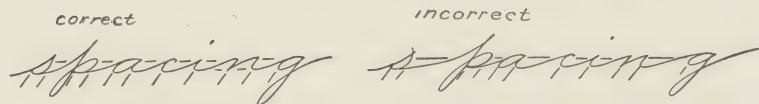
## HOW TO TEST SLANT

*correct*  
*slant*

*incorrect*  
*slant*

Draw slanting lines through the letters and mark all letters which are off slant.

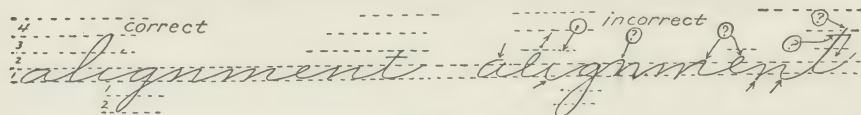
## HOW TO TEST FOR SPACING



Keep the spaces between the letters even.

Begin the new word directly under the ending stroke of the preceding word.

## HOW TO TEST ALIGNMENT

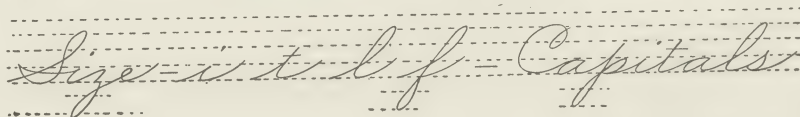


Use a ruler (a diagnostic ruler is best) and draw a base line touching as many of the letters as possible. Also draw a line along the tops of the small letters. Mark the letters above or below these lines.

## HOW TO TEST SIZE OF LETTERS

Draw lines along the tops of the letters.

Remember the minimum letters, i, u, v, etc., are  $\frac{1}{4}$  space high; d, t, p are  $\frac{1}{2}$  space; capitals and l, h, k, b, f are  $\frac{3}{4}$  space high. All the lower loop letters extend  $\frac{1}{2}$  space below the line.





Student's Name \_\_\_\_\_ Grade \_\_\_\_\_

City or County \_\_\_\_\_ Age \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

Dictionary  
of  
Letter Forms



Dictionary  
of  
Letter Forms

TO TEACHER AND PUPIL

A dictionary is used as a dependable guide to proper speech and correct writing two things every boy and girl should strive to attain

This little dictionary is based on letters only — letters that look alike. It is an easy way to learn (in order to apply) the 26 letters that are so important in handwriting

-----

Note to teacher Stress Letter Formation in these suggestive groups of similarity both at blackboard and desk Frequent and consistent practice and application will definitely improve legibility.

We suggest that you select a page of your written work English, Spelling Reading or such With the teacher guiding encircle your poorest letters For example:

Color value is important in all phases of Art. Notes are essential in Music.

Letter forms and figures are necessary in Writing.

Now turn the page of this letter dictionary Find the group or groups in which you need more practice You will notice that many of your weakest letters are in the same group Why? — It is due to a certain stroke that you have failed to see, and one that repeats itself in like letters If you do not see it, you cannot write it. Our dictionary boxes these "like strokes" so that we may see them clearly and keep them in mind while we practice

Practice at blackboard and on loose paper before recording in lined space. Then you are ready to write in your dictionary the correct letter forms and the use of such. Shall we try?



## SMALL LETTER GROUPS

DIRECTIONS: Write the group correctly, then re-write the word in which the error occurred.

Under turn group



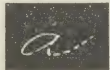
*u i w c e*

Hump group



*h m n v x y z*

Oval group



*a d g g o*

Extended group



t d p

Upper loop letters



b f l h k

Lower loop



g x p y z



f



Tick check group



b o v w



r s

Figures



1 2 3 4 5 6 7 8 9 10

### CAPITAL LETTER GROUPS

DIRECTIONS When the space is completely used on this folder, keep it in your desk to be used as a dictionary and practice | on loose paper, as instructed

Direct oval group



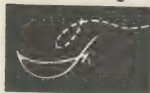
O C E A D

Cane group



K K M N W X U V Y Z 2

Cap Stem group



F F

Boat Endings



B L G S F F



Lower loop



y z j

Upper loop

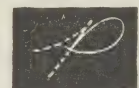


l j



L l L

Indirect oval



p b R

## PROGRESS BOOKLETS IN HANDWRITING

The making of progress books in handwriting is a fine aid in motivation and correlation with other school subjects. These books create interest among students, teachers, and parents because of the large range of material which can be included. If the teacher desires to interest pupils in handwriting and history, English, art, or any of the other language arts group of subjects, she may suggest the making of such a booklet by the entire class or by each member of the class.

The illustrations shown here are the front covers of three booklets selected at random from different grade levels. In each case, these covers were first drawn by the child and then cut out and pasted on stiff cardboard to give a very colorful and interesting effect.

### How to Make Such a Booklet

**W**HEN it has been decided to make a handwriting booklet on birds, (The suggestion of the topic may come from the students, and we take birds here just as an example.) Some time was spent to the study and description of the various species of birds that live in the community. Information which each child gathered from various sources was brought to class together with pictures which were hand drawn or secured from magazines, books, etc. These pictures were used for interesting discussions in the class about the various kinds of birds, their habits, homes, migration, color, etc.

### Writing a Description of Each Bird

After each pupil has selected the bird for discussion, and its habits have been studied and discussed, each child wrote a page about the bird he had chosen. The teacher read the story, corrected the English, spelling, and statement of facts. The teacher's next obligation was to help each student individually to bring up the quality of his handwriting, with the aid of his handwriting book, to a presentable standard. It required some time to collect this material, to get all the facts corrected, and improve the handwriting to a satisfactory level. No child's paper was accepted until it was a neat, well written page.

### Drawing and Mounting the Birds

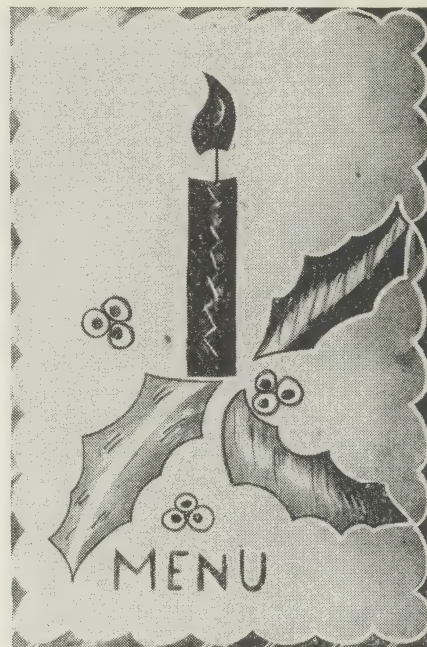
**A**FTER each pupil had succeeded in getting his descriptive part completed for the bird book, he was instructed to draw in pencil the bird he had selected. The bird was colored in its natural colors by cutting out the various parts from colored paper and pasting them on the drawing. It was finally mounted on a colored background on the opposite page to the written description. In this work pupils received aid from the art teacher, thus correlating handwriting and art. The material was mounted on heavier colored paper and bound with a heavy cardboard by means of paper fasteners. A cord, ribbon, or rings may be used in binding booklets.



Teachers find the making of Progress Booklets very effective in impressing children with the importance of handwriting, in developing interests in handwriting and maintaining that interest in connection with the various other school subjects.



## PLANNING SCHOOL MENUS



The planning of covers for school menus normally falls into the art period. However, when the school menus are planned and written in between the covers, this could fall into the handwriting class. It makes a very interesting subject, as it brings out the study of foods and balanced diets, and the time and place for eating, good eating habits suggested, and so forth.

These two covers were first hand drawn, then cut out and pasted on heavy cardboard, then further decorated with crayon.

## IT'S THANKSGIVING TIME

This cover page of the Thanksgiving booklet gave a description of the first Thanksgiving, of the early settlers of our country, of how we celebrate Thanksgiving, and what typifies this day. The cover was cut out in colors and pasted on heavy cardboard.

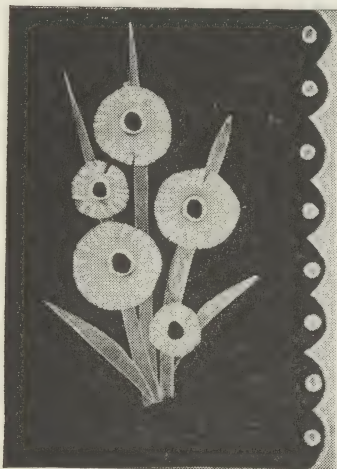
### Suggestions for Booklets

There is no limit to the kinds of booklets that can be profitably made, or the manner in which they are made. The following are a few suggested titles:

A Visit to a City  
The Live Carnival  
Vacation Time  
Eskimo Land  
Vacation Time

Motivating Our  
Handwriting  
Our Wild Flowers  
Helping Father and  
Mother  
Safety First  
My Riddle Book  
Holidays  
George Washington  
Books I Have Read

Indians  
The Parade  
Our Home  
Courtesy  
Honesty



## A SPRING FLOWER BOOK

This flower book cover was made up by the entire class. The flowers were drawn in the art period, named, and discussed, reported on during the English period, and then written about in the handwriting period. In this particular book, all of the flowers were hand drawn, then cut out and pasted in the book. The description and explanation was all done in cursive writing and made a very beautiful book.



## UPPER GRADE PROGRESS BOOKS



The Air Age Progress Book was done by a seventh grade boy. Each boy and girl in the class made his own book.

This illustration shows the front cover of one of the books.



The China Book was made by an eighth grade girl, and included many beautiful pages regarding China. It included the following:

Chinese Writing  
Their Language  
Their Dress  
Chinese Food  
Size of China

Natural Resources  
Their Education  
U. S. China Towns  
Their Transportation  
Etc.





Do you know how  
seeds travel? Some seeds  
go a long way to find  
a new home.



They travel by air,  
by land, and by water.

Borrow a book from the library which tells how seeds grow and how they travel. Have you made nice tall capitals? Check your small letters **m**, **n**, **v**, and **w**. Are they plain and all the same height?

### A SAMPLE PAGE FROM THE PUPILS' BOOK

Did you improve the small **o** and its joining to other letters? Practice **ou**, **om**, **go**, **to**, and **ow**.  
Write the sentences on this page one at a time and on different days, then put a circle around the best letter.





### SUGGESTED LESSON PLAN

- I. — Subject or Material.
- II. — Discussion by class.
- III. — Decide upon aim.
- IV. — Write sentence or paragraph.
- V. — Develop capital letter using exercises.
- VI. — Drill on single letter and combinations.
- VII. — Rewrite sentence or paragraph to note progress.
- VIII. — Supplementary material.

The above plan may represent procedure for several lessons rather than one.

In grades seven and eight these steps may be covered in one period of forty minutes. If periods are shorter and more in number, this plan may serve as a full week's work.

As a rule at least three periods are devoted to these steps.

## OUR EASTER GREETING BOOK

An Easter greeting progress book was made by each member of the class. In it was the story of Easter, when and how it is observed in our country, what flowers identify it, and the legend of the Easter Bunny. It made a very excellent subject, as the children were very much interested and the finished book was taken home to the parents creating good public relations between school and parents.

### REPORT OF RECENT STUDY

The following list of capital letters indicate those most used and most needed by children of all grades. It has been found that this group of letters are most frequently used in oral expression, written composition, and appear most frequently on the printed page. With these facts in mind, the teacher should devote much time to strenuous drill on these capitals and words. Introduce sentences using these words:

- O — Once, One, Our, On
- A — An, A, All, As, At, About
- T — The, Then, This, There, They
- W — We, When, Will, What, Where
- I — I, In, It, If
- H — He, Here, How, Have, Her
- S — So, She, Soon, Some, Since
- M — My, Many, May, Most
- B — By, Before, But, Be
- Y — Your, You, Yes

## SUGGESTIONS THAT ARE APPLICABLE FOR USE IN FOURTH GRADE

These suggestions are so arranged as to provide additional material from which the teacher may select appropriate exercises to meet the needs of her class. It is not intended that every teacher should give practice to all exercises listed. Their real purpose is to give suggestions for methods of presentation in the teaching of this subject.

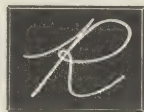


Effort is also made to suggest various types of lessons which will involve the principal factors which makes for legible writing. Make your general plan at the beginning of each week. Have a substantial reason for giving each lesson; also have a definite aim in mind.

### Initial Lessons

There are many types of preliminary lessons which may be given to the class. They should be thoroughly familiar with the following:

The correct posture for blackboard practice. Give many drills on the board dealing with knowledge of small letter forms. Use the simplest set of letters first — i, u, w, e, r, s. Emphasize the undercurve in the upstroke and the stiff downstroke. Follow this with the simple overcurved letters — m, n, v, x. The more difficult groups are then taken up — t, p, l, b, h, k, j — o, a, c, d, g, q — y, z.



VIEW all the small letters in this way. Carry along with this, a program with paper and pencil where those who have finished the blackboard drill can follow a neat paper plan. The teacher should have a special plan for the paper as to amount of writing to the line and how arranged. Amount per line for paper 8" x 10":

Letters in sentence for a complete line — 30-32

Small letters — 16-18

Capitals — 14-16

Ovals — 20-22

### Sentence Practice

Sentence practice is the best medium for regulating size, slant, and spacing. It prepares the way for applied writing later, such as paragraphs, letter writing, and poetry. Encourage original sentence writing where the capital letter under development is used.

### Letter Writing

Short letters, thank you notes, invitations, etc., furnish excellent writing lessons. The parts of a letter and acceptable arrangement have perhaps already been studied, but may need strengthening.

### Figures

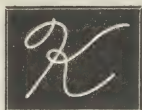
Make use of figures in as natural settings as possible. The cost of foods, telephone numbers, drill processes in arithmetic, all furnish subjects for figure study and practice.



## Animal Alphabet

To review the small letters make up an animal alphabet.

a — ape	e — elk
b — bear	f — fox
c — camel	g — goat
d — deer	h — hyena



Now the exact formation of the letter before it is drilled upon. This saves time and material. There may be a couple letters which cannot be used in this manner. Work into the bird or insect family if necessary.

### Points for Emphasis

#### 1. Size —

The most difficult factor to regulate in the fourth grade is size. The tendencies are — lower loops too short, upper loops too tall, variance in height of the minimum or small letters and the proportionate height of letters such as **t**, **h**, **e**, — the.

#### 2. Slant —

The last downstroke in a word is inclined to pull to the right or away from the body rather than toward it. This tendency cripples the ending stroke and makes for careless writing.

#### 3. Spacing —

To regulate spacing, give ample practice in sentence writing, observing margins at either side and using the right numbers of letters to a full line of writing. Paper 8 inches in width will take about 24 letters from margin to margin. When this is

accomplished, the size, slant, and spacing will be well regulated for this grade.

#### 4. Beauty in Writing —

Show the children that the proper curve in the upstroke (undercurve, overcurve, or downcurve) gives grace or beauty to writing, while the stiff slant downstroke adds strength. Beauty and strength combined makes for attractive and legible writing.

#### 5. Development of Capital Letters —

It falls to the fourth grade teacher to develop all of the capitals in the alphabet. In this grade children have need for all the letters. Study the forms carefully and use the developmental exercises suited to the letter. Encourage movement and proper pen holding.

#### 6. Method of Presentation —

Three thoughts should be kept in mind by the teacher when planning her procedures.

*First*, the subject or activity is motivated through discussion. Interest is aroused and the stage is set for the oncoming act.

*Second*, the secret to progressive teaching of this subject lies in the fact that a step in handwriting must be attached to the activity or center of interest. This step has to do with the technical angle of the subject — the factors involved and the letter techniques. It is the place for repetitive drill on all the various writing units — letters, combinations, words, phrases, sentences, and all types of applied writing. It is here where the child acquires both knowledge and skill in handwriting.

Third, a "Thought Question" has been added to serve as a checkup for both teacher and child. It is thought provoking and through its observance, the child will acquire the habit of checking over his work which will ultimately lead to his directing his own progress — a trend in newer education.

The teacher will do well to adopt this method of presentation as she plans her daily practice.

## POSITION AND MOVEMENT

These two factors are important and should receive much attention. Each teacher should plan a series of easy steps which will enable the child to understand the importance of healthful position and to see how movement will add beauty to writing. Movement may be a new feature in many classes, as more time was spent in the third year on learning the new cursive forms and the complicated connecting strokes needed in word writing.

**E**NCOURAGE every sign of progress as the child becomes discouraged and loses confidence. Use the Writing Book and Position Chart for reference. Demonstrate at the child's desk. Showing is more effective at this age than telling.

Devote at least a month to this development or until your class shows satisfactory gain. Remember, it only takes a few days for a class to become disorganized if this phase of instruction is neglected.

## SUGGESTED TYPES OF PRACTICE

**P**ROVIDE opportunities for child expression with consideration to the proper writing vocabulary. Many children cannot discuss their writing problems due to lack of knowledge of correct terms to use. Plan to include a few such terms in each spelling lesson during the early weeks of school. The following words are suggested: motion, rhythm, speed, freedom, direct, size, slant, indirect, spacing, single, compact, color, touch, arch, retrace, angle, and exercise. If the child has the ability to use these words in sentences, he then has an understanding of the most familiar terms in daily use.

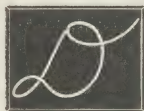
**D**EFINITE OBJECTIVES FOR THE FOURTH GRADE CHILD.

1. To make proper use of the writing vocabulary. Such words as; slant, undercurve, overcurve, retrace, uniform size, spacing, and form. (Use as spelling words and place in sentences.)
2. Ability to demonstrate letters in large form to show points of difficulty. Mark slant, retraces, overcurve, etc.
3. To understand thoroughly the proper size for the grade by testing it.
4. To write short words by dictating, observing proper size, and spacing.
5. Ability to write all the letters of the alphabet.



6. Ability to judge his writing in terms of satisfactory and unsatisfactory quality.
7. To practice with pencil until size is regulated.
8. Ability to write well on the blackboard.
9. To show satisfactory gain in posture and movement.
10. Ability to grasp the teacher's directions and follow through a unit of writing by directing his own practice.

### Knowledge Tests



Do not overlook the testing phase of your teaching. Try to provide a minute or two each lesson for one or two questions.

After position and movement show improvement and the child has had some practice on exercises, the teacher can plan a series of questions to test his knowledge of handwriting as it relates to letter formation. The following examples may aid the teacher when preparing such list:

1. Make 10 single direct ovals two spaces tall. Mark the starting point and direction.
2. Make 10 single indirect ovals two spaces tall and mark direction.
3. Make one-half line of one space compact oval with direct motion.
4. Write words containing the following letters: j, z, q, x, and v.

5. Write words using one of the following combinations in each word: bu, os, wr, gh, and ju.
6. Write all the upper loop letters.
7. Write 3 words using at least one upper loop letter in each word.
8. Write all the lower loop letters.
9. Write 3 words using at least one lower loop letter in each word.
10. Write 2 words using two of the intermediate letters (d, t, p) in each word. Check on height.

### THE USE OF PEN AND INK

In this series of books it is recommended that pencil be used for the first three grades and in one half of the fourth grade. Ink writing should be introduced in the fourth grade and carried on through the eighth.

SHOW how to dip the pen in the ink so as to eliminate the blot habit. Dip the pen in the ink far enough to cover the eye of the point. Draw the pen from the inkwell slowly, so that excess ink will drain off the pen before clearing the inkwell. A quick release from the bottle will cause a drop to form on the nib which will form a blot on the paper.

Make use of the Position Charts when demonstrating pen holding. Exact correct posture of body and position of paper.

# PROPORTION, SIZE, AND RELATIVE HEIGHT OF LETTERS FOR GRADE 4

Do you know—

1. Birds are the only animals that have feathers.

2. A bird can change the focus of his eye instantly.

3. The hummingbird lays the smallest egg; the ostrich lays the largest.

- 1 Headline.
- 2 Baseline.
- 3  $\frac{3}{8}$  inch space divided into four parts showing the relative height of the small letters and loop letters to the full space.
- 4 Shows the height of small letters in comparison with the loop letters.
- 5 Shows the height of capital letters and open loop letters.
- 6 Shows t, d, and p height.
- 7 Height of the minimum letters.
- 8 Length of the lower loops.
- 9 Height of the figures.
- 10 Slant.



## STANDARD HANDWRITING FOR GRADE FOUR

*I can write this sentence in two minutes with a quality of handwriting which is equal to the standard of the fourth grade.*

This is a standard specimen for this grade and should be reached by most of the class.

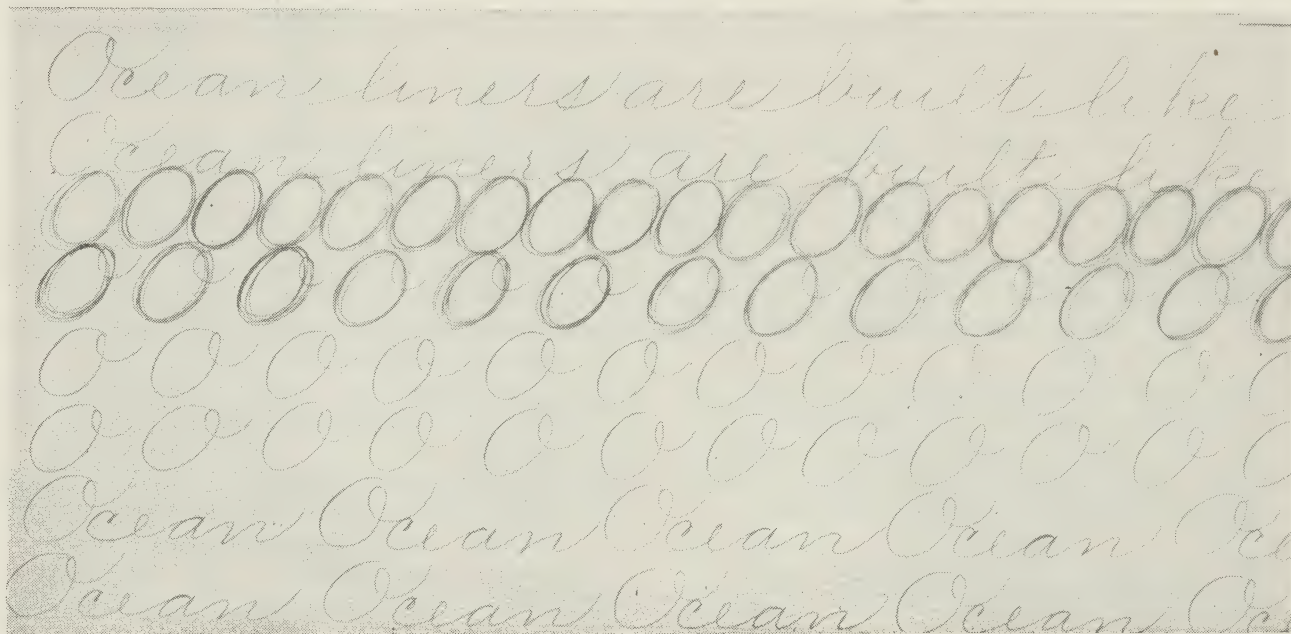
### SUGGESTIONS FOR PRACTICE LESSONS



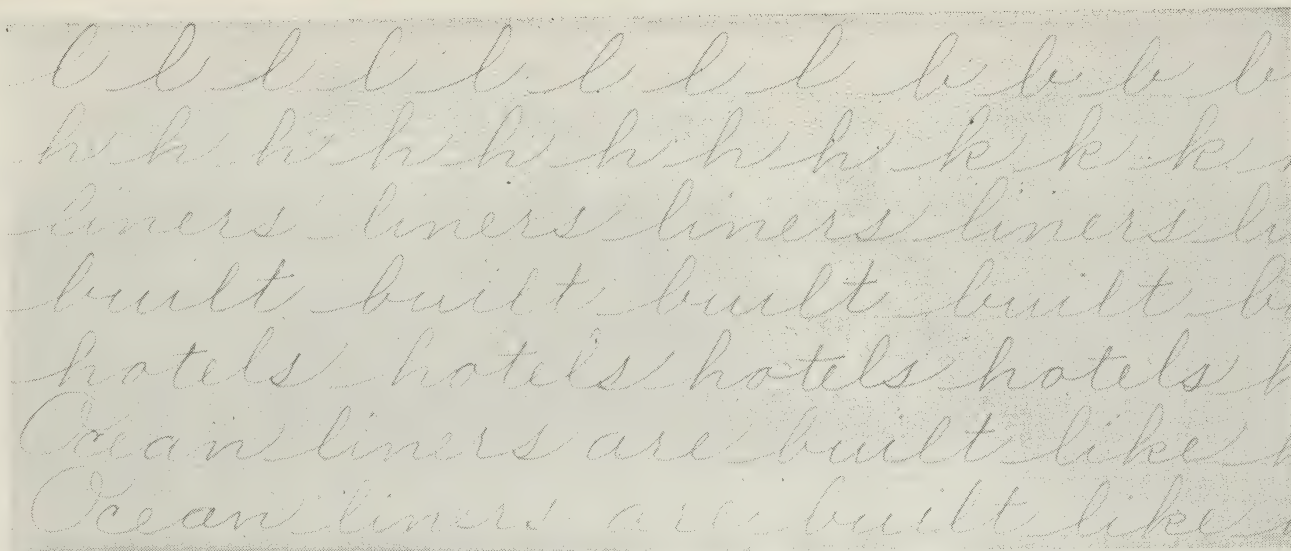
ARYING lesson plans aid in sustaining interest toward the end of the term. The teacher may wish to make use of the following suggestive types:

1. Plan three spelling lessons to include all the small letters. Emphasize straight columns.
2. Plan three spelling lessons to include all capital letters. Let the class assist in the selection of words. Use practical words for the grade.
3. Devote a week to developing lessons based on some desirable character trait. This may take the form of short sentence writing, with emphasis on spacing.
4. Appoint a committee of five to plan a lesson. The teacher should advise as to type of lesson and "center of interest."
5. Provide for an applied lesson as, invitation, short letter, thank you note, etc.
6. An original poem might be composed during language period and written during writing period.
7. Let two children dictate small letters as class writes them. Plan a definite arrangement for practice paper.
8. Dictate words containing upper loop letters.
9. Write a short paragraph pertaining to vacation plans.

10. Plan a testing week on knowledge of letter forms. Let children demonstrate letter, then analyze it for the benefit of the class.
11. Plan an interesting activity using the Measuring Scale.
12. Plan spelling lessons to include upper loop letters, lower loop letters, capital letters, and intermediate heights. Emphasize size this week.
13. Let each child write a sentence three times for his writing lesson, then from this compare with the scale and let the child give himself a grade.
14. Make up a list of words bearing on the writing vocabulary.
15. Plan lessons featuring special arrangement. This is a weak feature in many classes. Attention to spacing and size will correct this weakness.







How one teacher developed a lesson for her own practice.

Illustrated on this and the preceding page is a lesson developed by one teacher for her own practice. Notice she has started with the complete sentence. The steps she has taken are as follows:

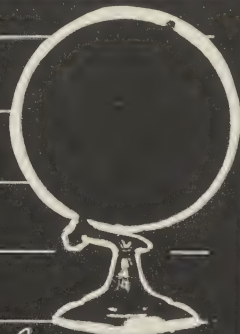
1. The complete sentence
2. The direct oval exercise (about nineteen ovals to the line)
3. Direct oval exercise finished like capital **O**
4. Two lines of capital **O** (about twelve letters to each line)
5. Word—Ocean (five words on the line)
6. Small **l** and **b**
7. Small **h** and **k** } (loop letters)
8. Word—liners
9. Word—built
10. Word—hotels } (five words to the line)
11. Complete sentence written again

From each of the two following pages the teacher may develop five lessons, one for each day of the week. Use the suggestions given for lesson development.

"Where are these  
countries?" asked Grace.

Otis turned on the  
light in the big world  
globe and we found where  
each country was located.

O O O O o o G G g g gl gh gh  
Grace are a a at ac ace ace





The next day in school  
the children told some inter-  
esting things about the  
homes, customs, and foods of  
these peoples.

t t t t t i i u u w w  
i i u u w w cu cust customs  
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### LESSON PLAN FOR A VACATION LESSON

**Subject:** Vacation.

**Discussion:** Let different members of the class state where they expect to spend their vacation; why and what they expect to do during the summer months.

**Aim:** Spacing.

**Sentences:** Constructed by the pupils.

**Words:** vacation, visit, summer, bathing, swimming, play.

**Phrases:** go to the farm  
ride the pony  
play in the sand  
on the beach

visit my cousin  
take an automobile  
trip  
bathe in the ocean  
earn money

**Procedure:** Write words, phrases, and sentences which refer to vacation pleasure and activities. Let each pupil construct his own individual sentences. This should be a most interesting lesson.

## MEMORIAL DAY LESSON PLAN

**Subject:** Memorial Day

**Discussion:** The purpose of observing Memorial Day; and how it is observed in our city or community.

**Aim:** Line quality.

**Sentences:** Suggested by class.

**Words:** Decorate, flags, flowers, soldiers, bravery, fought, cemetery, honor, march, respect, courage, parade.

**Letters:** M, D.

**Procedure:** Use material this week which pertains to Memorial Day. Give one lesson as a word drill. Try to use the above words when constructing sentences. Write a short composition telling why Memorial Day is observed. Try dictating short sentences. Explain the meaning of *line quality*.

## OUR SPELLING LESSON

**Subject:** Spelling.

**Discussion:** Let the class suggest factors necessary to produce neatness. Write them on the blackboard.

**Aim:** To arrange a list of spelling words well.

**Words:**

pork	wool	bacon
lard	carpet	milk
candle	brush	cheese
mutton	sausage	mattress

**Combinations:** al, woo, br, ge, ba, rk, ch.

**Procedure:** Treat this lesson as a spelling lesson and then as a writing lesson. Give some practice

in writing and listing the words as a whole in order to teach better arrangement. Sentences can be constructed containing these words, as:

Wool comes from the sheep.  
Many things are made from wool.

Letters and combinations taken from these words can be practiced.

An interesting game is to have pupils list the above named products in columns, as those which are obtained from the pig, those from the cow, and those from the sheep. This type of lesson should change the usual routine and arouse interest.

## A LESSON PLAN FOR FIGURES

**Subject:** Figures.

**Discussion:** Discuss form, size, and arrangement of figures; the importance of knowing the correct form of each figure; which figures are based on the straight slant stroke; which figures are based on the direct and indirect curve.

**Aim:** To arrange figures in straight columns.

**Procedure:** After the class understands the correct formation of each figure, attention may then be given to the size and arrangement. Do not fail to stress slant. Use for practice, examples drawn from the current arithmetic work.

Other interesting ways of presenting figures may be by using the house number of pupils, the house number of the school doctor, fire station, and police. Short problems may be developed; 2 cans of milk @ 12c = 24c. Make use of the material in the pupils' books.



## VALUE IN POETRY WRITING

**P**OETRY writing supplies the need near the end of the year when the child's writing is in the process of refinement. Children enjoy discussing and writing these lovely poems and many times a discussion arises which leads into a splendid lesson on character development.

1. — "All things bright and beautiful,  
All creatures great and small,  
All things wise and wonderful,  
The good Lord made them all."
2. — "All the birds are here again,  
Winter's gone, and storm and rain;  
No more frost and no more snow;  
So sing merrily, merrily O.  
Now the sun is shining bright,  
All the day from morn till night;  
Flowers bloom where'er we go,  
So sing merrily, merrily O."
3. — "It is easy enough to be pleasant  
When life flows by like a song,  
But the man worth while is the man who will  
smile  
When everything goes dead wrong."

— Ella Wheeler Wilcox

4. — "Do you wish the world were happy?  
Then remember day by day,  
Just to scatter seeds of kindness  
As you pass along the way."

— E. W. W.

## 5. — Capital Letter Development A May Activity

Plan to develop a new capital each week. Follow the plan in the pupil's writing book. Check for posture and movement. Check to see how many capital letters you have developed and what remains to be practiced. Use these capitals in words which frequently introduce sentences.

### May Baskets

"In other lands the children bring  
May baskets for the first of spring,  
And hang them on a lady's door,  
To say that spring is here once more.  
And when the lady comes to see  
What all the sound outside may be,  
She's glad; that's the way  
The Swedish children keep the May.  
But we can do kind things and sing  
And tell our way the joy of spring."

## DIRECTIONS FOR THE FIFTH GRADE

### Preliminary Program

Through a program of this type the teacher learns the capabilities of her class and can adjust her procedures to meet their needs. This program consists of the following:

1. Drill on names and complete headings until each child can write this in an acceptable manner. This may require blackboard practice.

2. Review the thirteen minimum letters — **i, u, w, e, a, o, c, r, s, v, x, n, and m.** Use the whole space tracer to show the strokes used in forming the letter. Make frequent use of the blackboard.

3. Review the intermediate letters — **t, d, and p.** Drill on short words containing these letters. Emphasize the proper height.

4. Analyze the forms of the upper loop letters — **l, b, h, k, and f,** and drill on each sufficiently to acquire skill in execution. Treat the lower loop letters **j, g, q, y, and z,** in the same manner.

5. Discuss, demonstrate and write the familiar terms used in writing — posture, movement, speed, size, slant, spacing, retrace, line quality, etc.

6. Give short tests covering some of the preceding lessons to determine the degree of retention and skill.

7. Prepare the first specimens not later than October 1st. Use the following paragraph:

To become a good writer, I should know how each letter is made. Then I should practice them in words and sentences until I can reach the standard for my grade.

8. Make use of the pupils' books regularly so children can see the good forms of letters.

### General Statement

Before much progress can be expected in this grade, it is necessary to review certain basic principles. There must be a foundation of understanding before interest and growth are evidenced. To secure satisfactory results, a regular and definite program must be carried out. Too often in this grade, the practice period is surrendered for some other activity and a whole week may pass without any special handwriting instruction.



CHILDREN of this grade should have a clear understanding of the following basic principles:

1. Posture in all its phases—body, hand, paper, and pen.
2. Movement and how it is developed.
3. Letter structure and how it contributes to legibility.
4. Vocabulary—the most used terms of this subject.
5. Standards—the quality of 70% for the grade.
6. Speed—standard 60 letters per minute.

### Lesson Suggestions

1. If necessary, give lessons with pencil at beginning of year until pupils have size regulated.
2. Plan to give blackboard practice on word and sentence writing, also, figure practice.



3. Be on the alert for interesting subjects bearing on American life and which are introduced by capital letters which appear in the group most used and most needed by children.
4. Make daily use of your writing book.
5. Improve the writing vocabulary through discussion, writing, and spelling.
6. Give frequent tests on letter formation and letter principles.
7. Check frequently on the progress of each pupil.
8. Let your plan book show interesting outlines for lessons.
9. Enlist the aid of the children when planning the lesson. Always let it be a cooperative activity.
10. **Capital Letter Drill.**

Present the following capitals early in the year. These represent the most used letters of the alphabet — O, A, T, W, I, H, S, M, B, Y, D, L, and E.



**D**EVELOP sentence lesson using these letters to introduce the sentence. Let it bear on some phase of writing instruction as —

**Only** through practice can we gain.

**A** check up on each line helps us grow.

**We** must know all the letter forms.

Make certain to use the correct movement exercise when developing these capitals. Direct oval for capitals O and A; Indirect oval for capital W.

### Attention to Posture and Movement

The correct position of the paper needs to be stressed very much. Show proper position for both right and left handed pupils. Go into the techniques of pen holding and wrist position. Use firmness in your demands. Children of this age slip into careless habits very soon unless checked frequently by the teacher. Make these points a special feature for a month until you see improvement.



**E**NCOURAGE movement in exercises for capital letters. Use constructive exercises which fit the capital letters. This is the grade best suited for the introducing of movement.

Motivate this activity to liven it up rather than let it become distasteful to the class.

### Test Frequently

There is never a Knowledge Test given on letter formations that is not a disappointment to the teacher. Much as you have stressed the curves and strokes which make up letters, you still have many children who have no conception of such lines and in their aimless fashion put out careless, illegible writing. In your plans try to create methods which place the responsibility for progress right with the child. Have him check his own work and exchange with others. Give an accurate assignment then let a child or two check the class in following directions. This is always a weak point in many classes.

## HOW TO DEVELOP A SENTENCE INTO PRACTICE LESSONS

### Locating Individual Weaknesses

Use the following plan:


1. Set up a form on board accommodating the main factors. Each column is headed by a factor such as size, slant, spacing, alignment, color, endings, form, and margins.
2. Construct a sentence which contains the proper number of letters per line, for the grade (5th, from 25 to 28 letters.)
3. Child writes three lines before diagnosing the faults.
4. When outstanding weakness is located, the child inserts his name in that respective column.
5. Child then rewrites the sentence until conscious of his weakness and familiar with his remedial process.
6. Child compares with first attempts.

### Commonly Made Errors in Letter Forms

1. Failure to close **a**, **o**, **d**, and **q**, resulting in forms which look like **ci**, **ce**, **cl**, and **cj**.
2. Poorly made retraces on **b**, **v**, **w**, and **r**.
3. Points on **m**, **n**, **h**, **y**, and **v**.
4. Closed loops on upper and lower case letters.
5. Failure to close **s** and **p**.
6. Failure to understand the proper connecting stroke for such letters as — **ov**, **ou**, **gs**, **ly**, **gh**, **wr**, and **on**.

Our letters should be so neatly written that it is a pleasure to read them.

USING this sentence as the subject matter for a practice lesson, the teacher and pupils will enjoy developing three complete lessons. Follow the steps suggested below:

- I — Discussion of the thought sentence.
- II — Write the sentence.
- III — Exercise — Direct oval.
- IV — Letters and combinations — **O**, **o**, **ou**, **to**, **pl**, and **ly**.
- V — Words — **Our**, **neatly**, **pleasure**.
- VI — Rewrite sentence and compare with the first writing. This may serve as a weekly plan also. If you fail to complete a lesson in one period begin the next lesson where you left off the previous day.
- VII —  JUDGE your writing. Is it legible and easy to read?



PROPORTION, SIZE, AND RELATIVE HEIGHT OF LETTERS FOR

*Fifth, Sixth, Seventh, and Eighth Grades*

1830 — Covered Wagon — 6 months <sup>①</sup>  
1856 — Stagecoach and <sup>⑥</sup>rail — <sup>⑦</sup>24 days <sup>②</sup>  
<sup>③</sup>1861 — <sup>⑧</sup>Pony express and <sup>⑦</sup>rail — 12½ days  
1869 — First railroad — 7 days  
1943 <sup>④</sup> — <sup>⑤</sup>Mainliner — <sup>⑩</sup>16 hours

1. Headline.

2. Baseline.

3.  $\frac{3}{8}$  inch space divided into four parts showing the relative height of the small letters and loop letters to the full space.

4. Shows the height of small letters in comparison with the loop letters.

5. Shows the height of capital letters and open loop letters.

6. Shows t, d, and p height.

7. Height of the minimum letters.

8. Length of the lower loops.

9. Height of the figures.

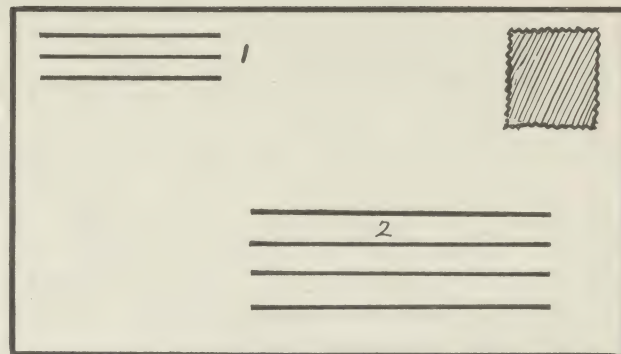
10. Slant.

### Suggested Lessons

1. Testing of letter forms (the proper beginning strokes and detailed points in making—as crossing of loops, retraces, width of letters, and proportionate heights of parts of letters.)
2. Dictating words as in spelling and words which a fifth grade child should be able to spell. (Check for beginning and ending strokes and height of letters.)
3. Write the letters in alphabetical order (small letters.)
4. Arrange word lists in alphabetical order.
5. Give sentence drill—a sentence which fits well on line. (Size, spacing, slant, and margins observed.)
6. A short paragraph. (Observing arrangement, indentations, and spacing between words.)
7. Experience in writing short poems. (Arrangement on line.)
8. Use of figures. (Details in formation.)
9. Notes or letter writing. (Parts of letter.)
10. Blackboard practice. (Position of crayon and motion used.)

### PERSONAL CORRESPONDENCE

**I**n some of the pupils' books there are letters to be written and envelopes to be addressed. These drawings show the conventional style for addressing letters and envelopes. The figures refer to the parts of each. In other



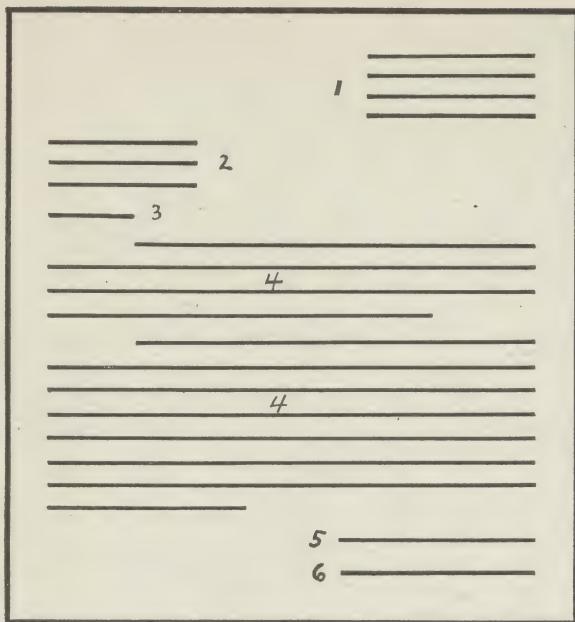
words, on the envelope No. 1 is the return address, or corner card. No. 2 is the address. It could be pointed out to students in this lesson that even though the name is misspelled, if the correct (numerical) house number and street is used the letter will be delivered.

The parts of the letter are:

1. Heading.
2. Inside address.
3. Greeting.
4. Message.
5. Closing.
6. Signature.

There are some people who do not indent their paragraphs in the message, but instead leave additional space between the greeting and the message. Common practice, however, is the indentation of paragraphs





## WE ARE PROUD OF OUR STATE

**Subject:** Our State.

**Factor for Emphasis:** Slant.

**Discussion:** Location, bordering counties, principal cities, rivers, industries, products, and pleasure resorts.

**Procedure:** Write original sentences relating to the different topics in the discussion. The regular lesson procedure may be used in developing these lessons.

One lesson may consist of a word list bearing on the subject.

Show how to test for slant. After this, have several pupils write a few words on the board. Let them test the slant of the letters in these words.

**Teachers' and Pupils' Check-Up:** Do I know how to test for slant? Is my slant irregular; too much, or not enough?

## ALPHABET GAME

The class will enjoy the following alphabet game. Use this to introduce a lesson. Each answer is the name of a letter:

1. a bird (j)
2. a vegetable (p)
3. a beverage (t)
4. a war emblem (v)
5. twice a letter (w)
6. a sheep (u)
7. a verb (r)
8. body of water (c)
9. an insect (b)
10. a word meaning debt (o)
11. an organ of sight (i)
12. a slang expression (g)

What other letters can be used this way?

## NEW PRACTICE

*busy*

*business*

*cloudy*

*cloudier*

*happy*

*happiness*

*lazy*

*laziness*

*liberty*

*liberties*

*jolly*

*jollier*

The listing of words as in a spelling lesson is good practice, particularly when the words are developed from easy words into harder words. For example, in the first grade, you might start with **a** then add **n** then add **d** to end up with the word **and**. In the intermediate grades, you might start with **be** and then add **c-a-u-s-e** to end up with **because**. The upper grades could start with a word such as **cloud** and add **y** to make **cloudy**, or add **ier** to make **cloudier**, or **iness** to make **cloudiness** and so forth.



SOME teachers make this into a word game in which the whole class participates. For example, Bill may start in with any letter of the alphabet such as **a**. Mary would

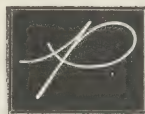
take the next letter which could be **u**. Someone else next, then, until the word is finished. By writing the word letter by letter until it is finished, the children can see the value of good connective strokes and legible letters. The pupil saying the last letter of the word is given a score of minus-1, and when he has minus-3, he is out of the game.

*tomato*  
*squash*  
*eggplant*



ON page-6 in book-5 listed under fruits, you will find some of the more common fruits which everyone is acquainted with. Shown here are a few fruits with which we are not so familiar. Some teachers would prefer using these three fruits instead of those shown on page-6, and may do so to make a very interesting lesson.

## POEMS



POEMS such as these often add a great deal of interest to a writing lesson, particularly when they are illustrated in the art class.

"White for purity, red for valor, blue for justice . . . the flag of our country, to be cherished by all our hearts, to be upheld by all our hands.

— *Chas. Sumner*

## YOUTH

"Youth is a vital giant bold.  
It comes to us e'er we grow old,  
It brings with it much hope and cheer,  
To drive us onward year by year.  
It helps us seek bright worlds anew;  
Youth is our world of brilliant hue."

— *Olive A. Mellon*

"Lost, yesterday, somewhere between sunrise and sunset, two golden hours, each set with sixty diamond minutes. No reward is offered, for they are gone forever."

— *Horace Mann*

## THE BLUE BIRD'S SONG

"Little white snowdrop, I pray you arise:  
Bright yellow crocus, come, open your eyes:  
Sweet little violets hid from the cold,  
Put on your mantles of purple and gold.  
Daffodils, daffodils, say, do you hear?  
Summer is coming, and springtime is here."

— *Emily Huntington Miller*

## THE VIOLET

"I love all things the seasons bring,  
All buds that start, all birds that sing,  
All leaves from white to jet,  
All the sweet words that summer sends,  
When she recalls her flowery friends,  
But chief — the Violet!"

— *Barry Cornwall*

## JUNE

"Far up in the deep blue sky,  
Great white clouds are floating by;  
All the world is dressed in green;  
Many happy birds are seen,  
Roses bright and sunshine clear  
Show that lovely June is here."

## HOW TO BE AN INTERESTING PERSON



1. Be a good listener.
2. Do not talk too much.
3. Do not talk too long at a time.
4. Give every one a chance.
5. Do not interrupt.
6. Talk about the things you know and enjoy.

~~Push~~ P P P P B B B B Be

You want to have an interesting personality and be popular with the others, so take an inventory of yourself. Am I a good listener? Do I talk too much? Write a sentence telling how you may improve yourself.

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### A SAMPLE PAGE FROM THE PUPILS' BOOK

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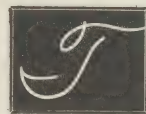
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Use the push-pull to help with the backs of the letters **P**, **B**, and **R**. This family is a combination of push-pull and indirect oval. Write five or six of your most important personality tips on this page.



## SATISFACTORY HANDWRITING STANDARD FOR GRADE FIVE

*I can write the words in this sentence in two minutes with an easy and fluent movement and with the legibility and quality equal to the standard of the fifth grade.*



THIS Standard Handwriting Specimen is printed here because it represents a fair standard of attainment for all fifth grade pupils. It was written by a fifth grade pupil within the allotted time and the legibility and general appearance of the specimen compares very favorably with that of other known standards in form for fifth grade.

### How to Use This Standard

After the pupils have written the test in the allotted time, have them exchange papers and compare

the handwriting on these papers with the Standard Specimen above. If the pupil thinks the writing on the paper is as good as that on the scale he should mark it **Standard**, if he thinks it is better than the Standard Specimen he should mark it **Above Standard**, if he thinks it is not as good as the Standard Specimen he should mark it **Below Standard**.

The Teacher should then check these papers carefully to see that they have been marked correctly and those who are below standard should be given special help. Those whose handwriting is up to standard or above may practice the preceding copies until they too compare favorably with the Standard Specimen.

## SIXTH GRADE GENERAL SUGGESTIONS

### OUR NATIVE LAND

"Other countries, far and near,  
Other people hold most dear;  
Other countries ne'er can be  
Half so dear to you and me."



OUR country truly is a land of opportunities. Science has done much in recent years toward making it a place where every young American will have a choice in selecting the business or profession he wishes to follow.

An effort was made when preparing the text for this grade to present material of new interest to the child. Since he is a well informed personality in this age and much new knowledge has been acquired as it concerns places and things, it behooves every teacher to adapt her instruction to meet his new interests.

This text is based on this practical theory and it is hoped every teacher will make it a part of her daily handwriting program.

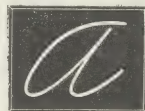
#### Points for Emphasis

1. Position in all its phases will need to be stressed in this grade. With the rapid physical growth of the child of this age, habits of work will continue to need emphasis.
2. Movement is not to be taught at the expense of form but it will be necessary to dwell on it considerably until the pupils realize that through movement better writing is acquired. Many times the product is better than the process.

Aim to have form and movement more evenly balanced.

3. At the beginning of each week, decide with your class the aim you shall set for the week. Strive toward this goal each day. Plan to cover the lessons in three days then plan other lessons for the remaining days.
4. Make frequent comparisons with the pupil's writing book and the child's writing. This teaches the child to analyze his writing in terms of size, slant, spacing, and general neatness. Encourage individual criticism and practice.
5. **Know the Class Abilities** — Make a careful study of your first specimens and group in two divisions — Above Standard and Below Standard. Those below form a group for single letter practice on the blackboard first, followed by paper practice. Keep in mind that improvement for this group the first half of the year is more important than attaining the grade standard. The teacher's attitude of helpfulness and her ability to hold interest will do much to promote growth for these pupils. Here is where *personal responsibility* plays a major role.

#### The Child's Responsibility



PHASE of instruction which should be stressed is that of developing in the child the ability to detect a specific weakness in his writing, its cause and the remedy. Most children will know the general defect but have not been trained to know how to correct the fault. This can be developed through questions by the teacher and



demonstrations by both teacher and pupil. Many teachers spend too much time in talking and do not check up on results. Let the pupils *tell* and *show* rather than the teacher do it all. Use the blackboard a great deal this year for corrective work. Give much attention to developing uniform size. Sixth grade children have the tendency to write too small and too angular.

An important objective for the year is to improve capital letter formation through more muscular movement. This means developing the capital through the proper movement exercises both fundamental (direct oval, indirect oval, or push and pull) and developmental exercises (those which show signs of the letter.)



HOSE capitals which we found used most frequently in written and oral expression should be developed first. Try the plan of constructing sentences dealing with some phase of handwriting and beginning with some of the words which we found introduced sentences frequently.

Examples: —

**Our** aim is to improve a little each day.

**All** capital letters are the same in height.

**The** direct oval develops capital **O**.

**We** must always pause at all the retraces.

**Have** both arms resting on the desk.

**Some** up and down motion aids size.

**Before** we write we must check our posture.

**Many** capitals are made with the same movement.

**Each** capital has its own exercise.

**You** should have a practice lesson each day.

## Value of Objectives

An indication of good teaching is keeping the objectives always in mind. Teaching that is not directed toward a specific goal is wasteful. Handwriting objectives are specific and progress is visible, therefore growth can be measured with a great degree of precision.

### Teacher Objectives.

1. To improve posture.
2. To strive for more movement.
3. To encourage more speed.
4. To make frequent use of blackboard.
5. To encourage child cooperation in planning and presenting lessons.
6. To check up on the child's knowledge of handwriting.
7. To prepare a specific plan for each week.
8. To vary the type of instruction.
9. To check on accomplishments.

### Use Visual Processes

1. Use large letter demonstrations on the blackboard.
2. Mark points of difficulty with colored crayon.
3. Separate letters into strokes to visualize the accurate formation.
4. Use the pupil's book for comparative purposes.
5. Use the Measuring Scale to determine standards.
6. Give regular practice on the blackboard for those who have a low rating.
7. Make frequent reference to the Position Chart.

### Helpful Hints to Good Teaching

1. Make a definite plan for each lesson. Study and practice the letters before attempting to demonstrate on the board.
2. Change your type of lesson frequently to arouse interest.
3. Develop a set of writing skills which will aid the child in directing his own practice.
4. Check the commonly made errors in letter forms and give special drill on them.
5. Compare with early attempts to note the degree of growth.
6. Encourage good posture by commending those who are showing improvement in it.
7. Encourage expressions from the child as to the faults in his writing and their remedy.
8. Be patient and sympathetic with those who are handicapped physically or mentally.

### Test

**F**OLLOWING is a list of exercises suitable for sixth grade. Give these frequently so as to keep close check of child's understanding of the subject. Others may be prepared by the teacher for later use.

1. Write the names of the three movements in writing.
2. Make a fundamental exercise and label it.
3. Write a line of the developmental exercise for capital O.

4. Teacher demonstrates the two space, single, and direct oval, on the board. In sentence form the child writes what it is, mentioning the three factors.
5. Demonstrate overturn, overturn, over and undercurve.
6. Begin with letter I and finish the alphabet in regular order.
7. Make 5 indirect capital letters.
8. Make the lower loop letters.
9. Name six main factors (spell correctly.)
10. Write a sentence in your best writing and place a grade on it.

### HOW TO GO AHEAD

**N**ow is a suitable time to check on your class to see if they can follow directions, and complete them. What success have you made? Do your pupils show increased interest? Can they practice steadily due to a better understanding of directions given them? Do you see progress in letter forms due to the emphasis you have placed on "Knowing your Letters?" Continue to keep these objectives in mind and apply them to all types of practice lessons. Follow these steps:

1. Discuss the material to be practiced.
2. Demonstrate clearly on the board.
3. Make a definite assignment as to arrangement and amount.
4. Set class to work without interruptions until unit is completed.
5. Check to see whether directions have been followed.



*It is important to write it on paper. I will try to write better each day. The quality of my writing is compared with the scale.*

6. Check on progress of knowledge of letters and general quality of work.

7. If progress is satisfactory make an advanced assignment. If not, insist upon further practice.

8. Encourage discussion of work by individual pupils.

9. Plan time for comparing results and noting steps in progress.

### TEACHER'S CHECK-UP

1. Am I devoting the allotted time to this subject?
2. Do I ever permit a spelling lesson to serve for a writing lesson and not emphasize certain definite steps in writing?
3. Do I have a definite aim for each lesson?
4. Are my pupils conscious of this aim?
5. Do I question my pupils as to previous aims?

6. Are they striving to improve?

7. Am I devoting enough time to single letter drill?

8. Do my pupils have a knowledge of correct letter forms including the capitals?

9. Am I encouraging good class writing by rejecting poor writing?



10. JUDGING from the progress made at the present time, will all my pupils be able to reach the grade standard by the end of the year?
11. Am I seeing satisfactory progress in movement?
12. Is the posture of my pupils improving?

## Lesson Plan

The following outline for a lesson plan may be helpful to both teacher and pupil.



### FIRST Unit —

1. Decide upon lesson aim.
2. Construct and write the sentence.
3. Select the fundamental exercise which applies to the capital letter.
4. Select one developmental exercise which develops the capital letter.
5. Drill on the capital letter.

### Second Unit —

1. Drill on difficult combinations and single letters found in sentence.
2. Drill on difficult words if necessary.
3. Rewrite the sentence.
4. Compare with first writing to note progress.

### Third Unit —

1. Develop the corresponding small letter, by drill on one developmental exercise.
2. Drill on single letter.
3. Write supplementary words containing the small letter.

## STANDARD SIXTH GRADE SPECIMEN

*I can write the words in this sentence in two minutes with an easy and fluent movement and with the legibility and quality equal to the standard of the sixth grade.*



Loop letters such as b, f, h, k and l, are taller than the small a, c, v, w, u, x and i. My friends will form an opinion of me from my writing. My retraces are carefully made and my back is straight when I write.

#### Evaluating Practice

The following facts should aid the child when diagnosing his writing.

1. All upstrokes should curve either under or over.
2. All downstrokes should extend on main slant.
3. All words end with upstrokes.
4. All minimum letters should be uniform in height.
5. Careful retraces in letters add beauty to writing.
6. The point of difficulty is very often in connecting strokes.
7. Capital letters require more movement than small letters.
8. Heavy lines indicate lack of freedom.
9. Shifting paper is an aid to spacing.
10. A line of writing should consist of 25 to 30 letters.

## GENERAL PROCEDURE FOR A WEEKS LESSONS IN THE RECORDER

1. In class discussion talk about each page until everyone in the class is familiar with the subject. Practice writing the copy on paper, and if possible practice the hard words on the board. Try to see each word as a whole so that you can write it well without looking at the book. To do this you must be able to see how each letter is made when you close your eyes. Practice the top sentence first, and then each word or sentence separately and at different times. Writing and practicing each page well is a week's work.

2. On many of the pages there are one or two lines of individual letters which need special practice. Try them on the board or on paper with pencil or pen and ink. Each lesson will require careful planning to cover the essentials. One period may be devoted to writing the entire page with attention to arrangement and size; another lesson may be strictly drill on a capital letter with its developmental exercises; a third lesson may take care of the breakdown on difficult combinations and words and the rewriting of the paragraph, etc.

3. Practice the difficult places shown on your own paper. To find these difficult places look at each letter by itself to see if it is readable. If not, practice this letter until you can make it readable. You may find that only a small part of the letter is causing you difficulty, such as the curve in the beginning stroke or the connecting stroke between letters.

4. Do your best writing on the page provided in this book. It should not be written in the book until it has been thoroughly practiced on other paper and

has your teacher's O.K. By the end of the year you will have a complete record of your weekly improvement in handwriting.

5. Where pictures are used with the writing you will need to plan how to record the writing in your book. Remember that about twenty-six letters to a line of sentence writing is well balanced for your grade. Make it neat, pleasing to the eye, and well balanced on the page.

### REGARDING THE USE OF RUBBER STAMPS

SOME very intelligent teachers use rubber stamps. These can be made from your writing or from the writing of one of your students who does a very good job. As the teacher goes from desk to desk helping her pupils the use of the stamp is often found very encouraging. We have known other teachers to use stars — giving a red star for perfection, a blue star for average, and a green star for poor. It is surprising what certificates, stars, badges, and rubber stamps can accomplish in the way of encouraging pupils to continue with their efforts.

*Excellent*  
*Very Good*



## WORD BREAKDOWN

come om came ca come ome  
ring ru rang ra rung ru g  
know kn knew ew known k ow  
awake wa awoke ke awaked ked

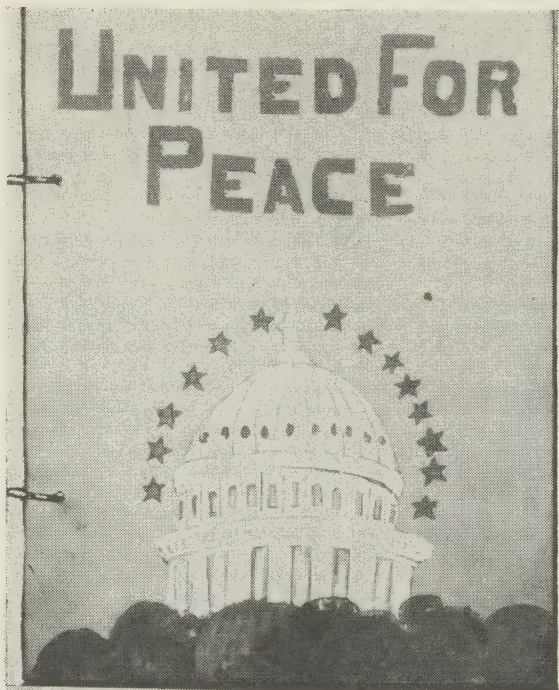


ERY often it is helpful to students to practice parts of a word that cause trouble. For example, in the word come, the connecting stroke between o and m is the most difficult. Give special practice on

o and m then re-writing the word will help. Listed above are a few words broken down showing difficult places.

This paragraph serves as a good fore-runner to a final specimen. Insist upon the child showing all the skill he possesses.

I keep comparing my writing  
with the copy I want to know my  
mistakes and how to correct them.  
I will write well in all my work.



These illustrations show the front cover of two progress books in handwriting. The inside pages were nicely written and illustrated, and was an outstanding example of correlation, and integration in the teaching of the language arts.



## HOW TO GIVE A TEST

### Subject — Writing the Specimen

**Discussion** — How to prepare paper for test. How to time. How to calculate rate per minute. How many lines to use. The importance of good letter forms.

**Aim** — To write at least 68 letters per minute.

**Drill** — Practice difficult words in paragraph first. Practice each line separately in order to get the required number of words per line.

**Procedure** — Practice on large paper before preparing the small strips. To prepare strips, cut  $\frac{3}{4}$  in. off upper margin of paper. Divide remainder into three equal parts. It requires five spaces for specimen.

Add — Date \_\_\_\_\_  
Room \_\_\_\_\_  
Speed \_\_\_\_\_

Name \_\_\_\_\_  
Quality \_\_\_\_\_

Be sure to divide by two to get the rate per minute.

## OUR MEMORY GEM LESSON

### PRACTICE PLAN

#### Subject — Memory Gems

**Aim** — Observe and master difficult connecting strokes in letter combinations.

**Procedure** — One quotation is sufficient for a lesson. Write first, then dissect it into letters and

combinations. Make a careful study of the connecting strokes, those which involve retraces and compound curves.

After the combinations have been mastered write the words, then the entire sentence. Note the improvement over the first writing. Make sure the *aim* has been accomplished.

For the last lesson of the week, the class may write a new selection. One which might occupy five or six lines and is well balanced in arrangement.

## SPELLING LESSON

### Subject — Spelling.

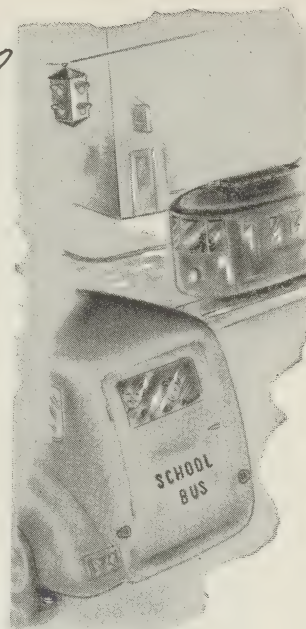
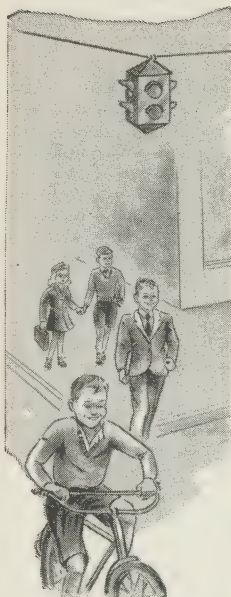
**Aim** — To improve the lower loop letters, **f, p, g, q, u, j, and z.**

**Procedure** — The teacher and pupils may select a list of words from their spelling book. Separate this list into two parts. One list to show words containing lower loop letters. Separate this list into two parts. One list to show words containing **f, g, and q;** the other list to show **p, y, j, and z.** This represents two lessons. Drill on these single letters until progress is made. Practice combinations then write words. The third lesson, the teacher may dictate the entire list of words. The pupils should strive to carry over the previous aims. Check up on each past aim after the list is written. This is a valuable lesson if presented in a systematic way.

# HOW WE TRAVEL TO SCHOOL

*We travel to school  
many different ways.*

*Whether we come  
by trolley, ride a bus,  
walk, or ride our  
bicycles, we always  
put into practice  
our safety rules.*



How do you travel to school? How do your friends travel to school? These sentences should be practiced on different days and added to from your own experience. Learn well the capital **W**, as it is one of the most used letters.

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## A SAMPLE PAGE FROM THE PUPILS' BOOK

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Care in arrangement is needed here. See that all of the letters have the same slant.  
On the extra lines write a sentence telling how you come to school



## THE ALPHABET

The following sentences are constructed so as to contain all the small letters of the alphabet. You may wish to use these as tests, or you may wish to have the class make up their own sentences which contain every letter. This makes an interesting project, and also helps to familiarize the pupils with the construction of each letter of the alphabet.

*Mother quickly packed my  
lunch box for the zoo with grapes,  
veal and quince jam sandwiches.*

Make up a sentence of your own that will have more interest and meaning to your pupils.

*Peublo, the quiet but very jolly  
Mexican boy, took his lazy, plump  
dog for a walk.*

Please pack my box with five  
dozen quart jugs.

The lazy dog awoke as the  
quick brown fox jumped over him

#### COMMON THINGS

"The things I prize of greatest worth,  
Are just the common things of earth.  
The rain, the sun, the grass, the trees;  
The flowers, the birds, the glorious breeze,  
Clouds that pass, the stars that shine,  
Mountains, valleys all are mine;  
Rivers broad and open seas  
Are riches none can take from me.  
And day by day my thanks I give;  
That with these common things I live."

Nattkemper

A beautifully illustrated booklet may be made  
with this poem. Each line can be illustrated even  
by using pictures from magazines.

#### POEM IDEAS FOR EACH MONTH

September — September — Helen Hunt Jackson  
October — October's Bright Blue Weather — Helen  
Hunt Jackson  
November — Landing of the Pilgrim Fathers —  
Felicia D. Heamans  
December — Winter Time — Robert Louis Stevenson  
January — The Months — Laura Coleridge  
February — Aladdin — James Russell Lowell  
March — March — William Cullen Bryant  
April — The Brook — Alfred Tennyson  
May — The Song of the Thrush — Thomas Augustine  
Daly  
June — Daffodils — William Wordsworth



## SUGGESTIONS FOR TEACHERS OF SEVENTH GRADE

### Introduction

**G**REAT strides can be made in handwriting in this grade. Children are mentally and physically developed to the point that their understanding and reasoning powers are alert to new experiences in any field of learning. With guidance given by a wide awake teacher, using the new and invigorating methods suggested in this Manual, and children participating in the planning and writing of the lesson, a very happy atmosphere should prevail in the classroom.

### Motivating Aids for Teacher and Pupil

Experimentation with varied types of practice has proved that new experiences develop new interests in the child; and variety in practice results in a more satisfying product. As skill develops, the child finds joy and satisfaction in the learning process. The development of skill in cooperative practices in the classroom may be attained through:

1. Lessons planned and presented by members of the class.
2. Individual planning of practice with provision made for repetitive drill.
3. Tests on knowledge of letter forms. (Check with Manual.)
4. Experimental lessons for pleasing arrangement of paper.
5. Economy practice. (Cross writing through lines and spaces.)
6. Blackboard practice. (Written and checked by pupils.)

7. Word practice selected from the handwriting vocabulary.
8. Repetitive drill to correct individual weaknesses.
9. Practice in the use of practical business forms.
10. Practice on figures of varying sizes. (Selected through meaningful situations.)
11. Cooperative activity in measuring quality.
12. Cooperative activity in measuring progress.
13. Dictation lessons conducted by pupils.
14. Original sentences and paragraph writing. (Attention directed to English, Spelling, and quality of writing.)
15. Cooperative experience in writing letters and social notes.

### Posture

The importance of body posture should be emphasized at the beginning of the year and checked upon regularly until healthful posture becomes a habit. There is no need for slouchy posture in this grade. Children of this age can comprehend and reason to the point that posture is an important factor both from the health standpoint and that of acquiring a better product in handwriting. Refer to the wall charts and plates in the pupil's book for study and application. Let individuals demonstrate for the class. Devise little tests which will include certain phases of posture.

Pen holding is often a weak phase of posture. Be firm in your requirements. Make allowance for individual structure of the hands but adjust the main elements to unify the class.

## Movement



Introduce this scheme which is an aid to acquiring controlled movement without causing serious injury to form. The following steps are used in order that the child may fully understand what is meant by controlled movement:

First: — Motion the exercise about to be made. (It may be a developmental exercise, letter or word.)

Second: — Motion the exercise in the exact place it is to be written.

Third: — Make the motion the exact size of the exercise about to be written.

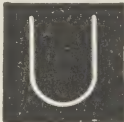
Fourth: — Motion with the rate of speed which will be employed when actual writing begins.

CHILDREN have the impression that it requires excessive movement in order to produce arm movement writing. This is not so. As soon as progress is noticed in position and movement, it is an incentive to give the class a percentage for these two factors. This spurs them on to greater effort.

## HELPFUL HINTS TO GOOD TEACHING

1. Make ample preparation for the lesson — no last minute rush.
2. Enlist the aid of the pupils whenever possible. Give assignments which they will be responsible for.
3. Motivate through class discussion until interest is aroused.

4. Use some of the most dependable writers as blackboard coaches for those who do not know letter formations.
5. Select a child to check the assignment to see if the class is following directions.
6. Encourage the class to use the proper writing vocabulary. Discuss the most familiar terms used in the handwriting field.
7. Commend the child who is showing progress.
8. Change your type of lesson frequently. This shows creative ability on the part of the teacher and maintains interest in the class.

9.  Use the plan suggested for locating weaknesses.

10. Give a test frequently on knowledge of letter forms. This informs the teacher whether the poor writing is due to lack of knowledge of letters or a disinterest on the part of the child.
11. Give practice on sentence and paragraph writing to determine the ability of the class to direct their own practice — the newest trend in the teaching of handwriting.
12. Check your own teaching frequently to evaluate it.

## Signatures and Headings

Are you satisfied with the quality of writing in signatures?

Are your pupils using the correct capital letter forms?

Don't permit too much individuality if it is leading to illegible writing. Give special attention to headings.



## GETTING ACQUAINTED WITH THE ALPHABET

1. Give word lists and let the class arrange them alphabetically.
2. Dictate small letters and arrange in four columns. In each column write the name of one of the groups as to size—Minimum, Intermediate, Upper Loop, Lower Loop.
3. Group the capitals as to movement. Arrange in three columns—Direct Oval, Indirect Oval, Push and Pull.
4. Take the small letters and arrange in three columns as to the beginning stroke:

Undercurve

i, u, w, e, t, b, j,  
f, h, k, l, p, r, and s.

Overcurve

m, n, v, x, y, and z.

Downcurve

o, a, c, q, g, and d.

5. For variation from usual routine build a complete capital letter alphabet using names of places which come into use through the Social Studies area. This furnishes a splendid review for capital letters.

### GUIDE FOR A WEEKLY LESSON PLAN

A definite aim for each lesson.

An interesting discussion preceding the drill period.

Choose the sentences from the subject matter in the text or other subjects.

Intensive drill on at least one capital letter each week.

Use appropriate exercises to develop the capital letter.

Word drill selecting groups of words of uniform lengths.

Combination drill on most difficult connecting strokes.

Letter drill on most difficult small letters.

Figure drill if subject matter permits such.

Check up to determine attainments of the week.

### Lesson Plan

The following outline for a lesson plan may be helpful to both teacher and pupil:

#### First Unit

1. Decide upon lesson aim.
2. Construct and write the sentence.
3. Select the fundamental exercise which applies to the capital letter.
4. Select one developmental exercise which develops the capital letter.
5. Drill on the capital letter.

#### Second Unit

1. Drill on difficult combinations and single letters found in a sentence.
2. Drill on difficult words if necessary.
3. Rewrite the sentence.
4. Compare with the first writing to note progress.

#### Third Unit

1. Develop the corresponding small letter.
2. Drill on single letter.
3. Write supplementary words containing the small letter.

# LESSON UNITS SUGGESTED FOR USE WITH THEIR ACCOMPANYING FACTORS

Showing steps included in a complete lesson or each unit may serve as a complete drill lesson.

Lesson  
Paragraph  
Sentence  
Phrase  
Word  
Combinations  
Letters  
Exercises

Factors  
Arrangement, margins, indentations.  
Alignment, line quality, spacing.  
Size and spacing.  
Beginnings and endings, slant.  
Connecting, strokes, retraces.  
Form, movement, size.  
Position, movement, speed.

## SATISFACTORY STANDARD FOR GRADE 7

*I can write the words in this sentence within two minutes, with an easy and fluent movement, and with a legibility and speed equal to the standard for the seventh grade.*

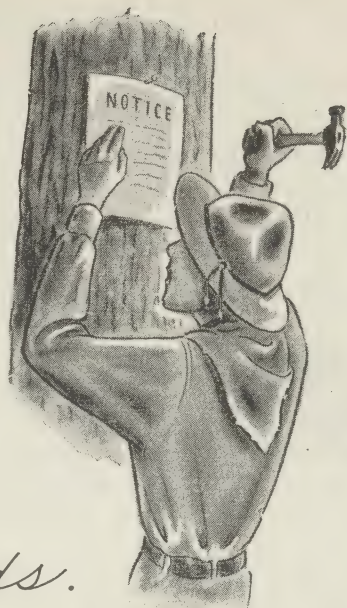
*A B C D E F G H I J K L  
M N O P Q R S T U V W X Y Z*  
*1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 0*



## BOY SCOUTS

*The Boy Scouts of America discourage the shooting of birds and the small animals.*

*They aid by posting signs asking the public to help protect wild life and birds.*



Are there any Boy Scouts or Girl Scouts in your class? What have you learned to do that will help others? Make good checks in the **b**. Are your **p**'s the same height as the **t** and **d**?

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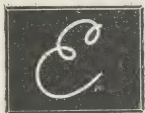
### A SAMPLE PAGE FROM THE PUPILS' BOOK

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Page arrangement here will need some care and thought. Write the two sentences using full lines, and then in the space that is left add a sentence of your own, telling what you do to help protect the birds or small animals.

## HELPFUL SUGGESTIONS FOR BLACKBOARD PRACTICE

1. Impress upon the child that blackboard writing is not a mere pastime, **it is a purposeful activity.**
2. Encourage proper position.
3. Show how to erase to eliminate dust.
4. Give practice on word writing with attention to size and slant.
5. Write sentences which refer to individual weaknesses.



### EXAMPLES:

- a. Write on level with the eye.
- b. Stand back from the board.
- c. Use up and down motion.
- d. Turn your crayon frequently.

- e. Erase with downward motion first.
- f. Keep the small letter sufficiently large.
- g. Slide your motion with ease.
- h. Practice letters **r, s, c, a,** and **v.**
- i. Watch retraces **r, b, v,** and **w.**
- j. Make the endings uniform.

## GENERAL WEAKNESSES

Perhaps the weakest point in this grade is the ability to produce a well arranged paragraph. Page writing is not always strong. Observance of margins, spacing, size, and slant contribute toward an attractive page. The writing of poetry is an aid toward beautifying the page. See poem listed below.

Each teacher should make a close analysis of her class as to the prevailing weaknesses, then plan her writing program accordingly.

*True worth is being, not seeming,  
In doing each day as it goes by  
Some little good, not in the dreaming  
Of great things to do by and by.*



### Locating Individual Weaknesses

Use the following plan:

1. Set up a form on board accommodating the main factors. Each column is headed by a factor such as size, slant, spacing, alignment, color, endings, form, and margins.

2. Construct a sentence which contains the proper number of letters per line.

3. Child writes three lines before diagnosing

the faults.

4. When outstanding weakness is located, child inserts his name in that respective column.

5. Child then rewrites the sentence until conscious of his weakness and familiar with his remedial process.

6. Child compares with first attempts.

The above scheme is a cooperative activity and brings about satisfactory results.

*Distinct turns and angles as in  
u and n; retraces and loops as in  
t and l; finishes as in e and a;  
and shoulder finishes as in v, w  
and b; endings of y and bottom  
of s are safeguards to and  
essentials of legibility.*

Writing the above paragraph observing the points indicated, will test the skill of any seventh grade

pupil. It may be used in preparation for a final specimen.

(Select a paragraph)

**Subject: Final Test**

**Discussion:** The purpose of writing this paragraph; why it is necessary to measure handwriting for speed and quality frequently.

**Aim:** To show the degree of progress made in writing this paragraph as compared with that written in September and January.

**Procedure:** When writing this paragraph, practice writing thirty to thirty-three letters per line. This should help to regulate the correct spacing and proper arrangement. When class is ready for the final writing, pass out strips of paper *cut evenly*. (A sheet cut crosswise into three equal parts—8 spaces each.) It requires five lines for the specimen, and one for the Date and Name and one for Speed and Quality.

On the lower line to the left, write the word **SPEED** and let each child place his speed record. To the right of the same line write the word **QUALITY**. Be sure pupils understand correct formation of Capital **Q**.—Many do not. The teacher will insert the grade in Quality after measuring the specimen.



WHEN Progress Books are finished send to Principal's Office for final inspection.

## SPRING SPIRIT

### Introduction

No season of the year is so vibrant to old and young as that of spring. After the dull gray days of winter, one welcomes the new life of the season as he sees it unfold little by little.

EVERYWHERE is seen the spirit of life. The chirp of the first robin brings gladness to our heart; the first dandelion that lifts its yellow head to herald in the new life, we humbly bow to; the song of the brook as it rushes onward in its rugged course is music to our ears.

Tennyson must have sensed these spring joys when he wrote "The Song of the Brook."

Nowhere will the inquiring teacher find a more fitting poem to correlate the teaching of prepositions with their accompanying phrases, and the letter combinations with emphasis on connecting strokes as in the study and application of this poem.

- A. **Subject**—The Song of the Brook—Tennyson.
- B. **Discussion**—The meaning of the poem.

The meaning of the Scotch terms. The frequency of prepositions appearing in the poem.

### C. Aims:

1. To appreciate more fully nature's work in the spring season.
2. To recognize the prepositions in the poem.
3. To become familiar with the various types of connecting strokes which appear in the letter combinations in the prepositions.



#### D. Procedure:

1. List all the prepositions.
2. Classify them according to length of words.
3. Group the two lettered words and name the type of connecting strokes used. Example:

of — undercurve  
by — compound curve  
on — compound curve

To employ a visual process the teacher may write these words in large writing on the board and trace over the connecting strokes with colored crayon.

4. Mark the type of connecting stroke in complete list of prepositions, then write the words observing the proper type of stroke used.
5. Practice the phrases which are introduced by these prepositions.
6. Select two favorite stanzas and write them, giving attention to arrangement on the page.
7. Check over the writing of these stanzas to see if pupils thoroughly understand connecting strokes to the point that they can direct their own practice.

#### E. Teacher's Thought Questions.

Did I have the interest of the entire class when I presented this lesson?

Did the results secured compensate for the time devoted to this activity?

Are my pupils accepting the responsibility for their own growth?

### SUGGESTED LESSON PLANS FOR FEBRUARY

**Subject:** "Mount Vernon is regarded as America's spiritual symbol of Liberty."

**Discussion:** This title was bestowed on Mt. Vernon at the time when General Gordon and his British Fleet sailed up the Potomac River and fired a salute when passing the home in respect to our Commander-in-Chief, the first President of the United States. Washington's nephew, who at the time was entertaining a group of friends, thought it an enemy rather than a friend.

**Aim:** To write a definite number of words and letters per line.

#### Procedure:

**Drill:** Single indirect oval — 18 per line.

**Letters:** Capitals M and V. (See letter analysis.)

**Combinations:** ga, sp, sym, bo.

**Words:** regarded, spiritual, Liberty, Mount Vernon, Virginia.

The discussion preceding this lesson should arouse much interest in this lesson. To add further interest try to show the class a picture of Mount Vernon.

Use the regular lesson procedure to develop this lesson. Do not neglect to refer to the pupil's book. Encourage pupil criticism.

Were my pupils able to write the required amount of writing per line?

#### Sentence Practice

**Sentence** — Make the most of your business by making the most of yourself.

**Factor for Emphasis:** Beginnings and Endings.

**Discussion:** How industry can be practiced in class room. How in business. How rewarded.

**Procedure:** Write sentence *Exercises* — Cane or indirect oval. *Letters* — M, N, b, and y. *Combinations* — bu, by, yo, and ke. *Words* — business, making, yourself.

**Check-Up:** Did I improve the beginning strokes? Are my endings uniform in length?

**Subject:** Poetry Writing.

### THE MAN WHO WINS

"The man who wins is an average man,  
Not built on any peculiar plan,  
Not blest with any peculiar luck,  
Just steady and earnest and full of pluck.

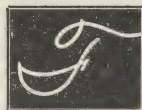
For the man who wins is the man who works,  
Who neither labors nor trouble shirks,  
Who uses his hands, his head, his eyes,  
The man who wins is the man who tries."

**Discussion:** The meaning of the poem; question individuals why they like such a poem; what lines within the poem impress them most.

**Procedure:** Before writing poem, emphasize arrangement, spacing, even margins, and uniformity of slant. Make this paper a specimen of your best writing.

Practice on capitals T, W, and N; combinations, and words needed before writing the final copy.

**Check-Up:** Is my paper neat? Do I have even margins? Do I have uniform spacing between my words? Are my ending strokes uniform in length; too short?



FOLLOW the same developmental plan for the poems listed below.

### DON'T SAY IT!

"It doesn't pay to say too much when you are  
mad enough to choke,  
For the word that stings the deepest is the  
word that's never spoke.  
Let the other fellow wrangle till the storm  
has blown away,  
Then he'll do a heap of thinking 'bout the  
things you didn't say."

— James Whitcomb Riley

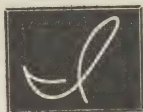


### LITTLE THINGS

"It takes a little muscle and it takes a  
little grit  
A little true ambition with a little bit  
of wit,  
It's not the "biggest" things that count  
and make the "biggest" show,  
It's the little things that people do  
that makes the old world go."



## HELP IN GRADING HANDWRITING



It is best to point out only a few of the worst mistakes rather than finding fault with everything that a pupil writes. Help them correct one thing at a time. So, in using a chart of

this kind, pick out the most glaring weakness. These charts at the present time are available.

The use of a grading slip similar to the following is most helpful in making a class check-up.

Name \_\_\_\_\_

*To improve the handwriting of this specimen, practice the individual letters, words, sentences, or exercises which will help with the features checked. The absence of checkmarks means that these particular features are better than those checked.*

Position .....

☐ Incorrect

Size .....

- ☐ Too large
- ☐ Too small
- ☐ Varying in size
- ☐ See your text

Line .....

- ☐ Too heavy
- ☐ Too light
- ☐ Varying
- ☐ Kinky (looks slow)

Slant .....

- ☐ Too slanting
- ☐ Too nearly vertical
- ☐ Irregular

Form .....

- ☐ Angular letters
- ☐ Places illegible
- ☐ Ending strokes poorly made
- ☐ Poor loop letters
- ☐ Capital letters weak
- ☐ Small letters need strengthening
- ☐ Poor figures


Spacing .....

- ☐ Too scattered (wide)
- ☐ Crowded
- ☐ Irregular
- ☐ Poorly arranged on page
- ☐ Margins uneven

Alignment .....

- ☐ Off the line in places
- ☐ Uneven in height

## SUGGESTIONS FOR EIGHTH GRADE TEACHERS

“UR way of living together in America is a strong but delicate fabric. It is made up of many threads. It has been woven over many centuries by the patience and sacrifice of countless liberty-loving men and women. It serves as a cloak for the protection of poor and rich, of black and white, of Jew and Gentile, of foreign and native born. Let us not tear it asunder. For no man knows, once it is destroyed, where or when man will find its protective warmth again.”

### INTRODUCTION


Every eighth grade child should have the privilege of having special training in handwriting. In schools where the handwriting program has been carried on throughout the grades, the eighth grade child is able to execute clear legible writing and has fitted himself for the business world.



In many schools, however, not enough value has been attached to handwriting instruction and it has perhaps been discontinued at the end of the sixth year. This is a deplorable situation as it is on this grade level that children are just beginning to form rather accurate judgments and can, with a fair degree of accuracy, diagnose their writing and rate their faults.

In situations where the child's background has been meager, the teacher will want to study this Manual carefully and select special types of ex-

ercises suited to his needs. This Manual presents many new and interesting phases of instruction and with its help, the teacher should be able to carry on a constructive program.

ou will observe many suggestions are given the teacher here which should aid in raising her quality of teaching. This is the concern of every teacher at the present time. Each teacher will use these helps when she and her pupils develop the lessons. Try to keep a check on the various types of lessons presented. Variation in method tends to increase interest values and results in more desirable outcomes.

### Helpful Hints to Good Teaching

Every good teacher will willingly seek ways and means of improving her teaching in every subject matter area. Listed below are a few helpful hints that she will find useful as she strives to improve her teaching of handwriting. The alert teacher will want to know:

1. The complete handwriting equipment needed for her grade.
2. What is meant by acceptable posture.
3. Ways of encouraging better penholding.
4. How movement adds grace and beauty to writing.
5. The desired speed for the grade.
6. Acceptable standards for her class.
7. Ways of using the visual processes.
8. The vocabulary as it relates to handwriting.



9. To what degree pupils can follow directions.
10. What emphasis to place on drill.
11. The processes of testing size, slant, and spacing.
12. How to develop a weekly plan based on an activity.
13. How to attach a step in handwriting to this activity.
14. What factors to emphasize in each separate unit of drill.
15. The elements of letter structure.
16. Various means of encouraging pupil participation in planning and executing the lesson.
17. What success she is having with pupils accepting the responsibility for their own progress.
18. Ways of inspiring the child with lesser ability.
19. How the working attitude of her class can be improved for fuller enjoyment.
20. How to evaluate her teaching of handwriting in terms of pupil growth.

#### Suggestions for Remedial Practice

1. Get size regulated — Group a set of papers as to weaknesses. Let each child know his main weak point and show him how to test for it. If size is too small, the slant will be difficult to test.
2. Draw circles around illegible letters and find what has caused the poor form. Go into the elements or strokes which form the letter.
3. Give frequent tests on letter forms especially such letters as **r, s, p, c, f, j, k, v, x, y, and z**.
4. Do much remedial work on the blackboard.

5. Give a lesson showing how to test slant. Show slant strokes which represent the proper slant in writing. Draw lines with downward motion only.
6. Give much sentence writing to regulate spacing. Repeat the sentence several times and compare with former attempts. Observe margins. Spacing, size, and slant are well regulated when the child can write 25 to 30 letters on a line.
7. Is the child's name writing improving? Do not permit careless signatures.
8. Go thoroughly into the study of figures. Explain the structure of each digit, then later use them in natural settings.
9. Capital letter development occupies much time the latter part of the year. Develop capitals through break-down in sentence writing. Use developmental exercises with movement.
10. Give practice in paragraph writing, social and business letters, and poetry.

#### POINTS FOR EMPHASIS FOR THE BETTER WRITERS

A check-up on the quality of eighth grade writing made recently revealed the following weak points with the better writers. This information will be helpful for those striving to improve their midterm rating.

1. Weakness in curved upstrokes.  
These strokes add beauty and style to writing and aid in producing an attractive page. Drill on over and undercurved letters.
2. Weakness in last downstroke in word with frail ending strokes.

It is here signs of carelessness are detected in the writer. Drill on word writing and test this part of the word.

3. Tendency to heavy pressure.

Absence of movement produces heavy lines. This detracts from appearance of page. Release pressure on pen and use more movement.

4. Spacing uneven *in* words and *between* words.

More up and down motion on muscle will correct this fault. Downstrokes will strengthen and spacing will improve.

### Position and Movement

Position and movement need special attention in this grade. The teacher and pupils should show and demonstrate. Use any device you wish which will tend to create a desire to sit in a healthful position.

Discuss the effect of finger movement on writing. (Slow, heavy, and angular) also show examples of each. Bring out the point that finger movement writing will only improve to a certain degree of efficiency while muscular movement will develop into a professional style.



MOVEMENT exercises which apply to definite capital letters are helpful if the techniques of these exercises are thoroughly understood. Much time and material are wasted if such practice is not directed toward a specific goal.

The position of paper will have to be emphasized. This controls the body position to a large extent. Penholding will need attention as there is a tendency for too much gripping near the point of pen.

### FUNDAMENTAL AND DEVELOPMENTAL EXERCISES

Fundamental exercises are such as compact oval or single ovals made with either direct or indirect movement; also push and pull made in mass form. These exercises develop *only the movement* of certain capital letters.



DEVELOPMENTAL exercises are those which show signs of the capital letter. They tend to develop *form as well as movement*.

For those teachers not familiar with the grouping of capital letters according to movement, the following classification is given:

DIRECT OVAL GROUP—O, A, C, E, D, G, S, L—8 letters..

INDIRECT OVAL GROUP—N, M, H, K, I, J, T, F, Q, U, V, W, X, Y, Z—15 letters.

PUSH AND PULL GROUP—P, B, R—3 letters.

#### I. Lesson Units

Showing steps included in a complete lesson or each unit may serve as a complete drill lesson.

- |              |                 |
|--------------|-----------------|
| 1. Paragraph | 5. Combinations |
| 2. Sentence  | 6. Letter       |
| 3. Phrase    | 7. Exercise     |
| 4. Word      |                 |



## II. Main Factors in Handwriting

- |                 |                           |
|-----------------|---------------------------|
| 1. Position     | 9. Beginnings and Endings |
| 2. Movement     | 10. Connecting Strokes    |
| 3. Speed        | 11. Retraces              |
| 4. Line Quality | 12. Alignment             |
| 5. Form         | 13. Margins               |
| 6. Size         | 14. Indentations          |
| 7. Slant        | 15. Arrangements          |
| 8. Spacing      |                           |

## III. Set-up of Units and Factors

Different lesson units suggest emphasis on certain factors. Any factor can be applied to any lesson unit, yet there are certain factors which seem to make closer application as is shown in the following plan.

Lesson Unit	Factor
1. Paragraph	Arrangement, margins, indentations
2. Sentence	Alignment, line quality, spacing
3. Phrase	Size, spacing
4. Word	Beginnings and endings, slant
5. Combinations	Connecting strokes, retraces
6. Letter	Form, movement, size
7. Exercises	Position, movement, speed

## Pupil Teaching



CHILDREN on the eighth grade level enjoy assuming responsibility. To assign them a task which carries with it both dignity and responsibility calls forth the best that is in them. It strengthens their initiative, it tests their ability, and it instills pride in their own handwriting.

Early in the year the teacher can, with the helps given in this manual, plan a complete lesson on the blackboard, showing the pupils the different steps involved, how many units in a complete lesson and what exercises are suited to the development of a certain capital letter. She can then assign a page in the pupil's book for them to develop. Those showing a clear understanding of the plan can be scheduled to help conduct the lesson. This is splendid training for the class and through this experience the efforts of the teacher are more appreciated.

### Pertinent Thought Questions for the Teacher (An Aid in Self-Evaluation)

Do my pupils need to use more movement to increase speed?

Are my pupils acquiring the habit of shifting the paper or do I have to give frequent reminders?

Should I be satisfied with the effort put forth by the class to assume the proper hand position?

Are my pupils improving in diagnosing writing weaknesses?

Do I need to encourage better arrangement?

Did my class strive to produce a paper pleasing in appearance?

**H**AVE I observed that the lessons I carefully plan bring the most gratifying results?  
Did I help my poorest writers? Are they improving?

How many pupils are below standard? Am I giving them enough individual help?

Are my pupils interested to the extent that they ask for help?

Have my pupils enjoyed this lesson?

Should I feel encouraged with the progress made by my class?

Are my pupils assuming the responsibility for their progress?

How do my pupils rate in ability to follow instructions?

Can my pupils carry out a given assignment on their own initiative?

Have I grouped the class recently as to ability?

What ability do my pupils show when rating their own writing?

### Additional Practice

For supplementary practice many teachers will use quotations from famous authors, sayings from the newspaper, modern titles of songs, titles of literature, current events, helpful thoughts, and other useful material which they deem beneficial. For example, the following saying has been picked up from an anonymous source:

Someone once said that there are three basic, fundamental rules which we must follow if we are going to get a thing done. These rules as stated were:

1. Decide what is to be done.
2. Decide how it is to be done or by whom.
3. Do it — or follow through until it is done.

A take off on this could be written pertaining to any subject. One on handwriting could go something like this:

It has been said that there are three basic, fundamental rules which one must follow if he is going to improve his handwriting. These three rules are:

1. Decide where it is poorly done and what to do to correct it.
2. Decide what equipment is necessary to get it done, and set aside the time to do the practice.
3. Do it at the set time and follow through to check to see if it is done correctly.

### Pledge of Allegiance

In as much as the Pledge of Allegiance is used in many schools throughout the nation as an opening exercise, it is well to have children know how to write it well.

Write this pledge from memory to check the spelling and writing.



## Our Flag

I pledge allegiance  
to the flag of the United  
States of America and to the  
Republic for which it stands,  
one Nation indivisible, with  
liberty and justice for all

A Add	E Equation	I Interest
B Bill	F Fraction	J Jam
C Candle	G Gain	K Kind
D Dozen	H Hero	L Long



ANY teachers use an alphabet word list such as shown here to check the knowledge of her class at the beginning of the year. A test such as this for the capital letters will give a very good idea as to what your

class can do, and just what procedure you should follow in teaching them.

Teachers should feel free to substitute words that are more meaningful to the child, and applicable at the time and place the test is used.

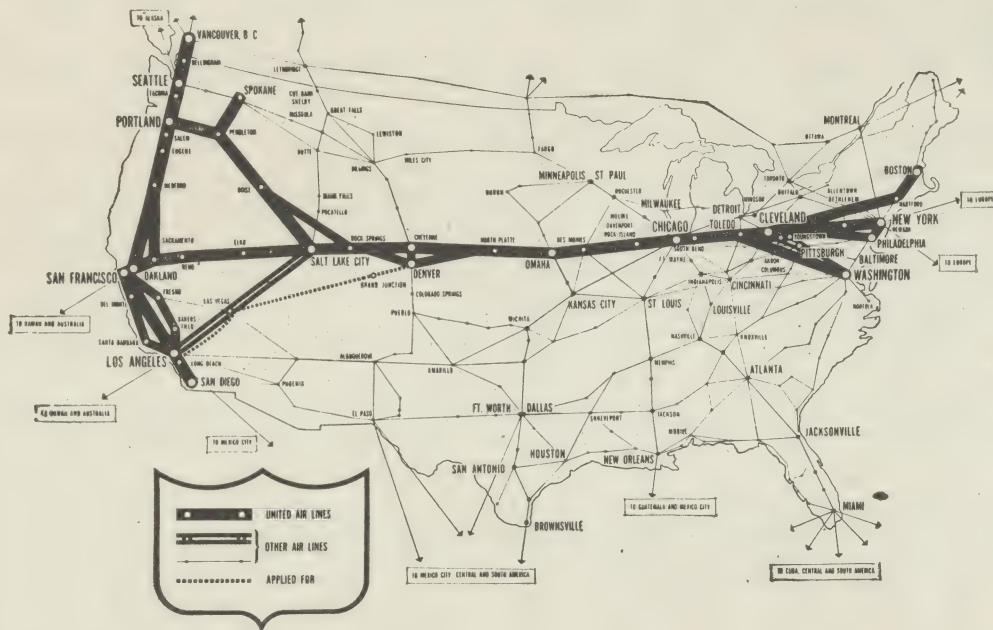
M Man	Q Quick	U Unit
N Name	R Race	V Value
O Oran	S Settle	W Weight
P Pull	T Try	X X-ray
Y Yard	Z Zone	




## Airplanes


Many interesting maps, such as the one reproduced here, are available for study. These make interesting projects in social studies as well as help

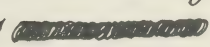

the child to spell the different cities. It also helps them with geography, for they can locate places in the United States, and, of course, by writing these names, their handwriting can be improved.



## THE MAGIC MOTION OF THE CAPITAL LETTERS

 O This direct oval is very helpful in learning to make the letters, O, A, C, D, E, G, I, and L.

 Push-pull lines give strength, and help with P, B, and R.

  Indirect ovals help us with many letters, F, H, I, J, K, M, N, T, U, V, W, X, Y, Z, n, m, x, y, and z.

Have you seen a magician lately? When writing the capital letters there are certain motions that give us magic help. What motion will help you with capital Q? Make up your own magic motion page for the other small letters of the alphabet.

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### A SAMPLE PAGE FROM THE PUPILS' BOOK

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Drills will help you when you have some reason for using them. You may use them to relax, for rhythmical counting, to check your posture, to improve your touch, to get the general swing of the letter, and to gain complete confidence in your ability to use the pen. Remember, that movement is necessary for all exercise practice.



I can write the words in this sentence within two minutes, with an easy and fluent movement, and with a legibility and speed equal to the standard for the eighth grade.

A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z  
1 2 3 4 5 6 7 8 9 0    1 2 3 4 5 6 7 8 9 0    1 2 3 4 5 6 7 8 9 0.

#### Satisfactory Handwriting Standard for Grade Eight

This Standard Handwriting Specimen is printed here because it represents a fair standard of attainment for all eighth grade pupils. It was written by

an eighth grade pupil within the allotted time, and the legibility and general appearance of the specimen compares very favorably with that of other known standards in form for the eighth grade.

## Review Test on the Small Letters of the Alphabet

### Aim

- (1) To review the entire alphabet.
- (2) To observe uniform beginnings and endings. Give special attention to over and under-curves in these strokes.

allegiance	nonsense
bivouac	occurrence
convenient	punctuate
disappoint	quantity
endeavor	reference
familiar	sympathy
generous	transferred
honorable	unanimous
initiate	volunteer
judgment	willful
knowledge	xylophone
leisure	yeoman
mischievous	zeppelin

### Steps for Sentence Development

1. Discussion of subject to be written.
2. Write the sentence.
3. Develop the capital letter using developmental exercises if necessary.
4. Drill on difficult words.
5. Select difficult combinations and single letters for repetitive drill.
6. Rewrite the entire sentence to note improvement.

## Handwriting Vocabulary

This handwriting vocabulary listed below is a number of words which most teachers and supervisors are familiar with. It is a good thing to acquaint your students with this vocabulary so that when you talk about retraces, and the like, they will know what you mean. The following list is put here for your convenience:

alignment	movement
angular	neatness
arrangement	position
baseline	quality
beginnings	regular
capital	retraces
compound curve	rhythm
crowded	round
cursive	scale
curve	scattered
downstroke	size
endings	slant
figures	small
form	spacing
formation	speed
headline	standard
illegible	uneven
indentation	uniform
irregular	upper case
kinky	upstroke
legible	varying
line	vertical
lower case letters	wide
manuscript	wild
margin	



## A Character Alphabet

Many teachers use alphabetograms or character alphabets for supplementary practice. As an example, we are showing here a character alphabet taken from the NEA Journal. As you look through this you will think of many quotations with which you are familiar that you can substitute where you wish.

"A good conscience is a continual Christmas."

— Franklin

"Be not merely good; be good for something."

— Thoreau

"Character is much easier kept than recovered."


— Paine

"Difficulties strengthen the mind as labor does the body." — Seneca

"Evil life is one kind of death." — Ovid

"From errors of others a wise man corrects his own."

— Publilius Syrus


"UIDED by the example and good works of others, we must rely mainly upon our own efforts." — Samuel Smiles

"He who purposely cheats his friend would cheat his God." — Lavater

"I fear nothing but doing wrong." — Sterne

"Judge thyself with a judgment of sincerity, and thou wilt judge others with a judgment of charity." — Mason

"Knowledge, like everything else of the highest value, is not to be obtained easily." — Arnold

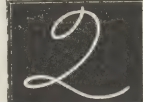
INCOLN'S immortal character has thrown in the shade the splendors of his intellect." — Newman

"Music washes away from the soul the dust of everyday life." — Auerbach

"Nothing great was ever achieved without enthusiasm." — Emerson

"One can not always be a hero, but one can always be a man." — Goethe

"Politeness smooths wrinkles." — Joubert

"UALITIES of the heart, not those of the face, should attract us."

— Lamartine

"Responsibility educates." — Phillips

"Sunday is the golden clasp that binds together the volume of the week." — Longfellow

"The measure of life is not length, but honesty."

— Lyly

"Unkind language is sure to produce the fruits of unkindness — that is suffering in others."

— Bentham

"Valor is like honesty; it enters into all that a man does." — H. W. Shaw

"We enjoy thoroly only the pleasure that we give."

— Dumas

"Xperience shows that success is due less to ability than to zeal." — Buxton

"Your face is a book where men may read strange matters." — Shakespeare



ZEAL and duty are not slow." — Milton

### Personality Test

Some teachers may work out a personality test such as the one written by Marie Schroll, which appeared in the **Instructor** some time ago.

It is very interesting, and both students and teachers enjoy using it.

"Here is a test in which pupils are bound to make a perfect score! A study of the answers will help you to gain a better understanding of your pupils' personalities.

1. What is your favorite study?
2. What study is most difficult for you?
3. What study do you think will be most useful to you after you are through school?
4. What is your favorite game?
5. What do you like to do in your spare time out of school?
6. Have you a hobby? What is it?
7. Check the kind of story you like best: History, Fairy, Mystery, Animal, Adventure, Travel, Sea, and Home Life.

8. What do you plan to do to make a living when you grow up?
9. Do you like to work alone or do you prefer to work with others?"



OUR class may be interested in working out the personality test in handwriting. For example:

1. What is your best letter?
2. Which letter do you find the most difficult to make?
3. Where, or in what way, do you think handwriting will be most useful after you are through school?
4. What is your favorite exercise?
5. What do you like to write in your spare time out of school?
6. Is good handwriting your hobby?
7. Check each letter of the alphabet to see which is the easiest to make and the one you like to make best.
8. What do you plan to do with your handwriting as a grown-up?
9. Do you like to practice alone, or do you prefer to practice with others in the room?



## Mid-Year Check-Up

At this time of the school year, it is well to check back over your accomplishments to date and see what valuable material you have taught, how well it has been assimilated, and what yet remains to be given before the end of the year. The time element is a consideration the latter part of year, especially the last month. The following questions may aid the teacher in her self-check:

1. Have I given the allotted time to handwriting instruction?
2. Have I planned my daily lessons with a definite objective in mind?
3. Will I be able to complete the capital letter alphabet in the remaining weeks?
4. How many of my pupils are yet below the grade standard?
5. Do I make daily use of the Handwriting Book and Teachers' Manual?
6. Do I give sufficient corrective help both on the blackboard, and with pencil or pen and ink?
7. Has the posture of my pupils improved?
8. Am I getting a satisfactory amount of movement in their writing?

## A Specific Activity and Its Treatment

Take the specimens and separate them into three divisions of the scale: Those below 70, those in the 70's and those from 80% up. Each division requires a specific treatment.

Any specimen below grade of 70% or group I shows a lack of knowledge of letter forms. **Suggested Treatment:** Group at the board. Explain the letter form using large form. Use visual means of marking curves, angles, stiff slant, retraces, etc. Make a large copy and have the child retrace it until he has the feeling of form. If necessary write the copy for him to imitate. Set up a definite plan of practice for him to follow. As progress is made he may write with pencil, then with ink on paper.

**Group 2** — Those in the 70's — This group may be legible writers when working the limit of their capacity but the general writing will not meet the grade standard. **Suggested Treatment:** Attention to size, slant, and spacing. Show how to measure each of these factors. Work with pencil and pen. Arrangement on page always needs stressing.

**Group 3** — Those over 80% — This group is fairly well balanced and can generally do a legible piece of writing. The finer details need stressing to refine the already good product. **Suggested Treatment:** Such points as the proper curve in upstrokes, the retraces on letters, the proper connecting stroke, the crossing of t, dotting of i, the length and curve of ending strokes, crossing of loop letters, and last and most important, the assembling of material on the page for an attractive setting.

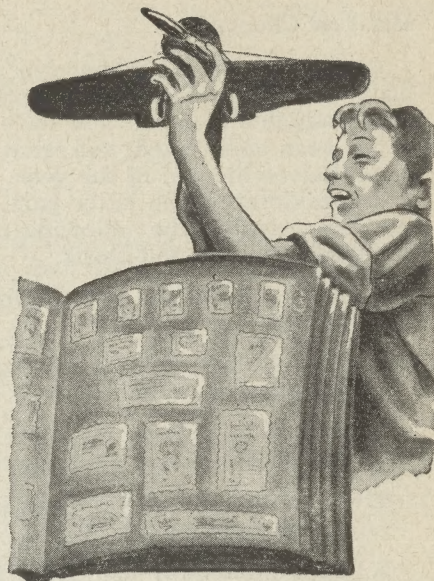


## HAVE YOU A HOBBY?

*Having a hobby or being a collector is a very popular fad these days with both young and old.*

*Boys and girls may have their interests in collecting stamps, dolls or insects.*

What is your hobby? Is it collecting stamps, making model airplanes, collecting pens and pencils or beautiful buttons? If you do not have a hobby, this would be a good time to start one. You may even decide to make good handwriting your hobby.



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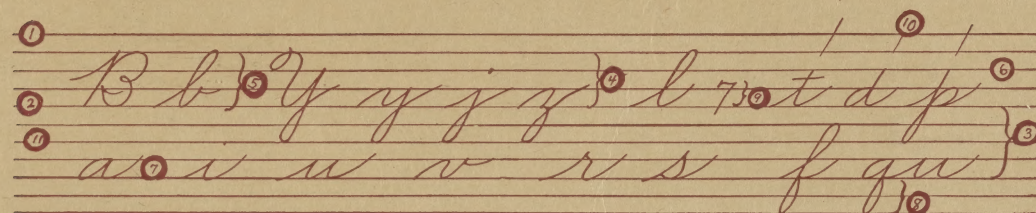
### A SAMPLE PAGE FROM THE PUPILS' BOOK

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In the space provided, either draw or paste a picture illustrating your hobby. This is a short page, and additional writing about the hobbies of your friends may be done to supplement this lesson. Try to plan for about thirty letters to a full line of writing.



## PROPORTION, SIZE, AND RELATIVE HEIGHT OF LETTERS FOR GRADE EIGHT



- 1 Headline.
- 2 Baseline.
- 3  $\frac{3}{8}$  inch space divided into four parts showing the relative height of the small letters and loop letters to the full space.
- 4 Shows the height of small letters in comparison with the loop letters.
- 5 Shows the height of capital letters and open loop letters.
- 6 Shows t, d, and p height.
- 7 Height of the minimum letters.
- 8 Length of the lower loops.
- 9 Height of the figures.
- 10 Slant.

## MANUSCRIPT WRITING

Throughout each of the grades, some manuscript writing may be used to advantage for menus, posters, special emphasis, and the like. You may wish to review the letters shown below.





